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A Guide for Teaching English at Language Schools in Osaka & Kyoto, Japan - a description and analysis with job hunting reports

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A Guide for Teaching English at Language Schools in Osaka & Kyoto, Japan
—a description and analysis with job hunting reports—

Kimiko Kuni

"Submitted in partial fulfillment of the requirements for
the Master of Arts in Teaching degree at the School for
International Training, Brattleboro, Vermont."

February 10, 1975

This report by Kimiko Kuniti is accepted in its present form

Date: March 6, 1975 Principal Adviser: Raymond Clark

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Abstract

This is a report about teaching conditions in the private language schools based on my own direct experience and on information collected from interviews and from a questionnaire sent to schools in Kyoto and Osaka, Japan. The teaching conditions in lower secondary schools are also written in contrast to those of the private language schools. The questionnaires collected from each school are attached in this report.

Table of Contents

I. The Popularity of Language(English) Learning at Private Language Schools in Japan.....	1
II. Language Learning at Lower Secondary Schools.....	4
III. The Analysis of Language Schools.....	7
IV. The Detailed Information from Respective Language Schools	13
V. The Conclusion.....	27
VI. Other Things Mentioned.....	29
VII. Appendix.....	31

Introduction

This is a report about language teaching at private language schools based on my practice teaching experience in English as a foreign language to Japanese students dated from May 5, 1974 to July 13, 1974, and on information collected by questionnaire sent to schools respectively. The teaching places I describe in this report are limited to two main areas: Kyoto and Osaka.

All the schools written about in this report are only a few of the hundreds of schools and institutes in the areas, so that you might encounter some discrepancy between my description and others.

I chose this topic for the following two reasons:

1. To observe the teaching places objectively in order to give concrete information to native speakers of English planning to teach in Japan and to encourage closer attention and understanding about language teaching in Japan. Every prospective teacher should read this kind of preparation.
2. To assist the reader in finding teaching places, and to allow him to contact the schools/institutes directly and collect detailed information by himself.
3. To give the reader a picture of teaching conditions at lower secondary school where we study English for the first time.

I hope that this report will assist any prospective teacher who is planning to teach English to gain a comprehensive picture of the English language program in Japan. If some of the readers are moved to challenge this program, a basic purpose of this report would be accomplished.

I. The Popularity of Language(English) Learning at Language Schools in Japan.

Since mutual communication and understanding among all nations was encouraged strongly in ^{the} 20th century, English language has been learned by many young and old people in my country as our first foreign language. After having studied English at secondary school, it is not very important for most of us to continue to study it in order to make our living. However, in the 1970's proficiency in English is greatly valued.

Here in Japan the most recent popular year of English learning was around 1969, the year previous to the World Exposition Fair in 1970. Even though the fad has decreased a little from its peak, language study especially among young people, has hardly declined at all.

Moreover, language(English) study in Japan has a unique character; the purpose of studying English is not to learn the mother tongue of the States or England, but to learn an international language. We Japanese use English to speak not only with native speakers of English, but also with people for whom English is a second language. Therefore in studying English in this society, we do not need to worry about acquiring a native speaker's ability. How well we are able to copy the native speaker's English is not important in this age: it is more important to be flexible in our use of the language, so that the maximum amount of communication takes place. Asian people have Asian English and Latin people have Latin English, and all of these people are quite welcome to express their own ideas and opinions by their own English. Furthermore, this adapted English is much more interesting and meaningful ~~to~~ people who understand English, because they have to stimulate their

brain all the time in order to face this kind of English containing the speakers' way of thinking.

Because of the necessity of English in this international communication age most of the people in various occupations have to use it or have a chance to use it. They are obliged to or willing to study English language again in order to succeed in their specialized field and to receive the latest information from all over the world.

On the other hand some people learn English as their hobby, like they practice ancient arts, play golf, play the piano to satisfy their desire and interest in doing something enjoyable and meaningful.

These are the main reasons why ⁿmany foreign language schools (private) and institutes are very successful all over Japan and the popularity of English study seems to follow an endless rising trend at present.

In classifying the background of the students who come to study English at private language schools, we find that half of them are office workers in the business field who are really in need of English in their work. The other half consists of college students, professional people, people who are planning to go abroad, and so forth. For all these students who come to the language schools English is not completely new, because they have already studied fundamental and fairly advanced English in their school days as I mentioned before. They come to the school to reawaken their knowledge which they did not or could not practice since their school years. They are very well-motivated to improve their ability in practical English and to learn foreign culture at the same time.

While, admittedly, many schools and institutes in Japan operate only for financial benefit, some schools reflect this enthusiasm for English as an international language. The following list shows the avowed goals of a well-respected language institute in Kyoto.

1. To broaden the students' cultural scope.
2. To stimulate them to make intelligent and informed opinions of contemporary events.
3. To encourage the students to enter the international community confidently and with pride in Japanese cultural achievements.
4. To equip the students with spoken English skills sufficient for them to achieve the objectives above.
5. To foster in the students the necessary enthusiasm for complete mastery of everything that they have the opportunity to study in this center.
6. To emphasize, in accordance with modern educational principles, the cooperative nature of education so that the students and teachers work together toward mutually understood objectives. *

These statements are idealistic in terms of actual classroom teaching, however, most of the language schools try to realize these principles as much as possible.

One might wonder why private language schools are necessary at all. Usually we take English as a general subject for 3 years in junior high school, 3 years in senior high school and 4 years in college/university. A full 10 years study of English is a long period for anyone. However, when a student graduates from college, he can hardly handle the language. It is truly a pity to report this reality, but one can not ignore this unfruitful language study at secondary schools. This kind of description has also been written in detail in the Independent Professional Projects of Priscilla Jones and Rene Rabideau, MAT IV, 1973. I would like to write my own understanding of the situation from my experience teaching at a public junior high school.

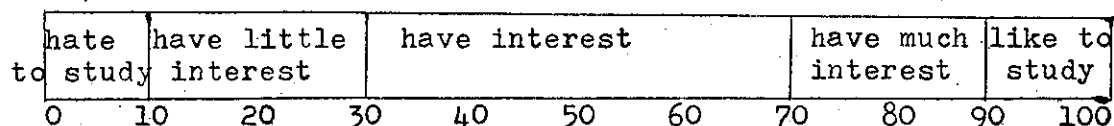
- 3 -
* This is quoted from a pamphlet at the Kyoto English Center

II. Language Learning(English) at Lower Secondary School

I had an opportunity to teach English at Kamigyo Municipal Junior High School from July 8 to July 13, 1974 with the kind arrangement by Mr. M. Uetani, one of the chiefs of school guidance at the Kyoto City Board of Education. I also taught English at Kori Junior High School(private school) for my practice teaching during my college years. The points which I am going to describe here are common to both public school and private school basically.

For these students at lower secondary school English is only one of 9 subjects(Japanese, Social study, Mathematics, Science, Music, Fine Arts, Health & Physical Education, Industrial Arts and Elective subjects) to complete before their graduation. Many students do not have much interest and desire to learn English positively. The reasons for their little interest in English are considered that 1. English language for their knowlege, 2. too many students in a class, 3. uninteresting contents in materials they study, and so forth.

A diagram to clear their ^{interest} ~~ineterst~~ in English language can be drawn below. This is my own conjecture after teaching at the previously mentioned public junior high school.



After my experimental teaching, I noticed 4 important problems existing in the classroom.

1. Teaching the target subject is not the first responsibility of the teachers. Before that, the teachers have to be the controller of the class: making 45-50 students stay quiet, then letting

them concentrate on the topic they study, and leading them to do their work positively. However, how much the students are willing to study and be involved in the subject mostly depends on the teachers' characters and the approach used in the classrooms.

2. When we teach at lower secondary school, we have to think a lot about the curriculum framework drawn up by the Board of Education of each prefecture. The teachers of English (not only English, but also other subjects) are supposed to cover all the required material within a limited number of hours. Because of this requirement the teachers are not allowed to spend too much time on one topic, although it sometimes takes time to have the students understand well. As a result, this unsatisfactory study continues day after day, and at last the students get confused and can not learn as they hope, which forces them to join private language schools to review what they have learned. As long as the English language continues to be taught under these conditions, no freedom in lesson-planning, teaching approaches, and improving materials is allowed to the teachers.

3. Is it very important to cover all the material regardless of the students' ability? The answer might be affirmative in a sense. This is because of the coming entrance examinations to senior high school. If the students fail these examination, their education will stop completely. During the first two years, many students will be interested in speaking and listening to conversational English. But the third year of junior high school the students are preparing for the entrance examinations. Each senior high school has its own examinations so that all the applicants have to take them in order to move up to a higher grade if they want. Those entrance examinations are always in written form and test reading

competence, written grammar, composition and translation. Recently they have begun to test listening comprehension using tapes, but the number of the schools which accept this kind of examination is few. In order to meet the requirement of the entrance examination the students are obliged to focus on studying about English first, and English itself is not really required at this moment. I regret to say that the primary significance of learning a foreign language is pushed aside at this point. Many ambitious students who try to learn practical English will be forced to turn their energy to passing the examinations and finally they will never use their mouths and ears again unless by chance they meet an unavoidable situation where they must try to use English.

4. The last point is the teachers of English at the lower secondary schools. Most of them have been teaching English since their graduation from college/university. Since they also did not have chances to study and brush up their speaking and listening ability, 3 out of 5 teachers are hardly able to communicate with native speakers of English. Some of them are only too shy to speak, but many are afraid of making mistakes, which their pride does not permit them to do.

There are many other problems to discuss about the language education in the lower secondary schools besides the ones above, but as long as the present condition is kept unchangeably, no improvement, no development is anticipated in the language education at these schools.

Because of these problems in the number of students, the materials, the teaching approaches allowed to use ^{and} the teachers themselves, the students are not able to learn English itself.

III. The Analysis of Language Schools

The general description and the analysis presented here are based on actual statements received from each school through the following process.

First, I prepared a questionnaire* form by myself to distribute to each school/institute in Kyoto and Osaka. I selected 30 different schools from the telephone directory since I thought it was a reasonable way to collect a variety of answers and I found those schools on the list were generally considered to be well-established.

After 2 months I received 14 answers, 5 in blank form, and the rest(11) did not come back. For those 11 schools I wrote again to request their answers, but they were apparently not willing to disclose their programs. Then, I picked out 3 schools to get further detailed information and arranged a personal interview with the directors. I chose three schools, one to illustrate each category as described below.

This is the process I used to gather the information about the actual situation at language schools. Because I attach the 14 pages received in answer from the schools, they will give the reader a clear idea of what the language schools are like.

After considering the character of those language schools, I finally classified them into 3 groups based on 3 criteria. These criteria, which reflect prominent and more or less permanent features of each school are: capital, director, and instructor

Category A... Schools with Japanese capital, directors and instructors.

Category B... Schools with Japanese capital, foreign directors and foreign instructors.

Category C... Schools with foreign capital, directors, and instructors.

* See Appendix A

Category A

1. General observations

The schools which belong to this group maintain the character of so called "well-established" technical school. They are very ethnocentric and rigid in their administrative procedures basically and take a negative attitude toward creativity and experimentations in their teachers and students. They insist on their original policy heavily, and as a result there is little freedom in the atmosphere of the classrooms. The schools use their self-developed teaching materials, which are sometimes are very dull and out-of-date.

On the other hand, the students coming to this kind of school seem to like this orthodox atmosphere, especially those who are at the beginning level of English. They enjoy coming here to study in safe surroundings, keeping their distance from contact with different cultures. Some Japanese students are very shy and have extreme fear of foreigners. It is true that this psychological block unables them to learn English in a normal atmosphere sometimes.

They do use native instructors for advanced students, because they are convinced that the placement of native instructors at this level is far more effective and productive than at the beginning level.

2. Example.....E.C.C. Osaka Language Institute

(This is the school where I did my practice teaching from May 5, 1974 to June 29, 1974)

Teaching approaches...Audio-Lingual method, strict pattern practice with brief explanation of transformational grammar

Teaching materials....Self-developed textbooks by the E.C.C. 4-5 books for a class

Teachers' qualification...

Japanese instructors who have enough knowledge in both languages and can be a bridge between two cultures, and who can give an objective opinion and advice on studying English.

Category B

1. General observation

This group is the most popular combination of the three components mentioned above and the number of schools is considered to be the highest among all the languages schools throughout Japan. Even though they are smaller in scale as compared with most of the schools in the former category, I regard them as preferable places in terms of acceptable teaching facilities so far.

They establish their own policies and goals, but they do not press them from their side. They rather wait for the instructors' and the students' positive reaction to them. They keep the class in a more relaxed and free atmosphere. Of course the instructors are directed to follow the basic methods the schools use, but the schools are willing to listen to new, experimental and progressive teaching approaches and materials in order to develop their teaching potentiality.

The students studying at these schools are willing to learn English from native instructors even if they may be embarrassed by their difficulty in communicating with the instructors at the beginning. By and by the students begin to realize the different customs and habits which the native speakers show while teaching, and their ethnocentric attitudes gradually change. Hopefully, they make good progress in opening their minds to the outer world and become familiar with "things foreign".

The teaching materials they use are mostly American or British and are directed to people studying English as a second language. Since there are thousands of books available, the schools prefer to choose freely than to limit themselves to only one textbook all the time. Besides the main textbooks the instructors find a chance to

bring in their own materials and teaching aids themselves according to the lesson planning. The schools encourage this activity.

Since the Western culture and the sound system of English differ from those of Japan, the schools are eager to hire native speakers of English. They are expected to give Japanese students natural and real English language and way of thinking. Another reason the schools welcome the native speakers is because the psychological effect on the Japanese students is very different from the effect of Japanese instructors. From this point of view some schools have little understanding about the ability of teaching or the educational background of the Japanese applicants to the teaching position at the present moment.

2. Example.....Kyoto English Center

Teaching approaches...Audio-Lingual but instructors' own teaching approaches allowed.

Teaching materials....Modern English by Seido Language Institute, Japan.
Modern English by Harcourt, Brace and World.
Instructors' self-developed aids.
Visual aids, L.L. facility available.

Teachers' qualification...

Native speakers of English with good attitude to Japanese culture and the language to share their thoughts.
University graduates. A TESL background is appreciated.

Category C

1. General observation

There are not many schools in this group judging from the percentage among all schools around here. They are divided into two further categories according to the sponsorship: one kind is operated by foreign enterprise, and the other is by religious organizations. Especially those sponsored by religious organizations are not recklessly eager to expand their schools on a large scale, and they seem to prefer to keep them a constant size, having the students in continuous attendance. One distinct reason for this is their fundamental philosophy, which is, that the language classes are part of their missionary work to induce many people to join their religious activity.

The language methods used in this group show a rather flexible character according to the students' requirement. Man to man teaching is praised and there is a limit to the number of students in a class. The tutorial instruction and atmosphere is valued rather than group or classroom study.

Some of the language schools give their own training sessions for the would-be instructors after making a contract for 6 or 12 months, spending several hours or days. During this session the school introduces the teaching method, materials, administrative procedures which are brought from the home country. Since their teaching approaches and the materials were developed by the members of their institutes in the native country, they are not interested in looking elsewhere to find new techniques or resources in foreign countries.

The textbooks have been developed internationally for use in any foreign countries. Those textbooks contain merits and demerits

depending on the students' native language. For example, a difficult point in a language does not always coincide in another language. The instructors have the task to find the problems which the students have. If the problems are not taken into consideration, the students can neither expect^a profitable result of the study nor get the satisfaction in language learning.

The students who come to these schools have almost the same attitude as in Category B. As everything is prepared and handled in English, they must be courageous. The entirely English environment stimulates their desire to absorb as much as possible during the class hour and the after class activity.

Almost all the administrators of the schools employ native speakers as instructors. They have similar ideas to those in Category B. Some of them send their staff to the native country to recruit better-motivated people. However, if a school has a strictly programmed training, it seems that the school does not care about the instructors' ability of teaching or background at all. For example, most of the applicants for the position in Japan are not always specialists in linguistics or in language education. They are religious enthusiasts, exchange students, artist, engineers, sometimes even short-time visitors. This is the fact not only in Japan, but also in any country, where native speakers are highly valued in language teaching for somewhat short-sighted reasons.

2. Example.....YBU English Centers(Catholic religious organization)

Teaching approaches...Audio-Lingual with cognitive recognition emphasized on speaking and listening ability.

Teaching materials....YBU Lively English Series by YBU English Centers. No extra materials used.

Teachers' qualification... Native speakers of English.
University/college graduates.
Women preferred from the "inborn talent" as a language teacher.

VI. The Detailed Information from Respective Language School
(grouped in 3 Categories: A, B, and C)

(*) mark after Formal Name means personal interview took place

I. Information about school:

1. Formal name: E.C.C. Osaka Foreign Language Institute(*)
2. Address: 6 Umeda-cho, Kita-ku, Osaka, Japan
Tel: (06) 341-4235
3. Location: 3 minutes walk from Osaka Station(JNR), in front of Hanshin Hotel
4. Name of person to contact: Takeo Ochiyama
5. Languages taught: English, French, German, Spanish, Chinese
6. Total number of students(1974): about 2,000
Size of class: 20 person
7. Text in use: Oral Exercises in English
Just What You Need in English Conversation
Systematic Approach to English Conversation
Topics for Controlled Conversation
Idioms in English Conversation
(The above were developed by the E.C.C. absolutely and I have listed only a few.)
8. Main teaching approach: Audio-Lingual method based on generative grammar translation utilizing the direct English communication.
9. Teaching materials available besides texts: L.L., Visual aids, but rarely used.
10. Frequency of class: Class hour(105-120) minutes, twice a week
11. Extra activity: The Annual Oratorical Contest supported by the Mayor of Honolulu, U.S.A.
All E.C.C. Recitation/Oratorical Contest, Cultural Festival, Meetings.

II. Qualifications for instructors:

1. Japanese national and only a few native speakers.
2. Educational background: University/college graduates or the equivalent.
3. Experience: not essential, but preferably in teaching.
4. Expected teaching hours:
Part time teaching...2-16 hours per week
Full time teaching...24 hours per week
5. Contract duration: 12 months

III. Possibility of practice teaching for MAT students:

YES! The conditions: We need several instructors who would be present at least 6 months and be able to work on a part time basis as well as be available for substitute teaching.

I. Information about school:

1. Formal name: Kita English Conversation School
2. Address: 31 Seihoku-cho, Shichiku, Kita-ku, Kyoto, Japan
Tel: (075) 492-1682
3. Location: 3 minutes walk from Shimomidoricho (city bus stop)
4. Name of person to contact: Mr. Kunio Kadowaki
5. Language taught: English
6. Total number of students (1974): 100
Size of class: 10 person
7. Texts in use: Mainichi Weekly for adults and college students.
Texts of regular school
8. Main teaching approach: Mixed technique are used: reading practice, free conversation, public speaking, dictation, playing games.
9. Teaching materials available besides texts: Nothing special
10. Frequency of class: Class hour (50-90) minutes, twice a week
11. Extra activity: Spring and Autumn Hiking, Game Party

II. Qualifications for instructors: This school is still on a trial stage for Mr. Kadowaki, and not ready to accept other instructors.

III. Possibility of practice teaching for MAT students:

No.

I. Information about school:

1. Formal name: Tennoji English Academy
2. Address: 2-9-36 Matsuzaki-cho, Abeno-ku, Osaka, Japan
Tel: (06) 623-1851
3. Location: 300 meters south of the Tennoji Station (JNR or subway)
4. Name of person to contact: Mr. Kikusaburo Ishii (Executive Director)
5. Language taught: English, French, and Chinese
Japanese for foreigners
6. Total number of students (1974): 200
Size of class: less than 20 person
7. Texts in use: English 900 by English Language Services
Practical English Conversation
Spoken American English by Kenkyuusha, Japan
Lado English Series, etc.
8. Main teaching approach: Pattern practices
Controlled conversation
9. Teaching materials available besides texts: L.L. with 70
booths, Film strips, Teaching machines
10. Frequency of class: Class hour (50) minutes x 2 class a day,
twice a week
11. Extra activity: Overnight English speaking programs,
Intensive English conversation courses,
One-day summer seminar

II. Qualifications for instructors:

1. Japanese nationals basically
2. Educational background: University/college graduates in
English Literature or English Language
Experience: It is better to have English teaching experience
to foreigners (for native speakers)
and Sex: Male or Female
Not older than 55 years old

teaching hours:

Part time teaching...it depends on
individuals.

Full time teaching...30 hours per week

Part time teaching for MAT students:

I. Information about school:

1. Formal name: PL Foreign Language Institute
2. Address: 45-1 Shinsaibashi, Minami-ku, Osaka, Japan
Tel: (06)261-5521, 8461
3. Location: 1 minute walk from Shinsaibashi station(subway)
4. Name of person to contact: Mr. Katsumasa Takasago
5. Language taught: American English, French, German Portugeuse,
Chinese, Spanish
6. Total number of student(1974): 2,800
Size of class: less than 20 person
7. Texts in use: American Language Courses(Basic to Advanced)
published by PL Foreign Language Institute
8. Main teaching approach: Audio-Visual method using tapes
and color slides,
Intensive training,
Computerized analysis of proficiency
and complete 4 channel feed-back
system
9. Teaching materials available besides texts: The information
is only available from PL Institute
if necessary.
10. Frequency of class: Class hour(30-90) minutes,
twice a week
11. Extra activity: Hiking, Excursions, Speech Contests,
Christmas party, etc.

II. Qualifications for instructors:

1. Japanese national and native speakers
2. Educational background: B.A./B.S. or M.A./M.S.
3. Experience: not absolutely necessary
4. Full time position with sponsorship available for a person
planning to stay in Japan more than two years
5. Age and Sex: Male or Female
23-35 years old
6. Contract duration: 12 months
7. Expected teaching hours:
Part time teaching...3-8 hours per week
Full time teaching...20 hours per week

III. Possibility of practice teaching for MAT students:

YES! The conditions: We may accept a couple of the students
in February or March every year. Accomodation provided,
and living expense paid by PL in return for the success-
ful performance. Short term practice teaching is
possible, but not usual. The contract in 6 of II includes
a 3 month probation period. The contract is renewable
before the termination date if he/she wishes.

I. Information about school:

1. Formal name: Foreign Language Service
2. Address: Ikusei Bldg., 3-25, 5-chome, Nakano-cho, Miyakojima-ku,
Osaka, Japan
Tel: (06) 924-1571, 2, 3
3. Location: 2 minutes walk from Sakuranomiya station (JNR
loop line)
4. Name of person to contact: Mr. Teruo Yamuchi
5. Language taught: English and Chinese
6. Total number of students (1974): 600
Size of class: 10 person
7. Texts in use: Modern English by Seido Language Institute, Japan
English 900 Series by English Language Service
Lado Series by Regents Publishing Company
Commet (Chart study)
8. Main teaching approach: Direct English communication (face to
face)
9. Teaching materials available besides texts: Tapes and visual
aids, but not frequently used.
10. Frequency of class: Class hour (120) minutes,
twice a week
11. Extra activity: Nothing special, because this organization
originally was established for "class visit"
teaching.

II. Qualifications for instructors:

1. Native speakers and Japanese national
2. Educational background: University/college graduates preferably
in E.S.L., T.E.S.L. or Linguistics
3. Experience: preferably experienced in teaching
4. Age: over 22 years old
5. Expected teaching hours:
Part time teaching...10 hours per week
Full time teaching...20 hours per week
6. Contract duration: 12 months

III. Possibility of practice teaching for MAT students:

YES! The conditions: We would need full time instructors as
well as part time instructors. We can
pay housing allowance partly for full
time instructors.
Should be prepared to teach for at least
3 months, as 1 semester lasts for 3 months.

I. Information about school:

1. Formal name: Kyoto English Center(*)
2. Address: Sumitomo Seimei Bldg., Shijo-Karasuma Nishi,
Shimogyo-ku, Kyoto, Japan
Tel: (075) 221-2251
3. Location: 1 minute walk from Shijo-Karasuma station (city bus)
4. Name of person to contact: Mr. Hirosh Nakao (Secretary General)
5. Language taught: English and Japanese
6. Total number of students (1974): 1,500
Size of class: 20 person
7. Texts in use: Modern English by Seido Language Institute, Japan
Modern English by Harcourt, Brace and World
Instructors' self materials
8. Main teaching approach: Oral approach, not special method
9. Teaching materials available besides texts: Film strips,
L.L., Tapes for individual use.
10. Frequency of class: Class hour (45) minutes x 3 class a day,
twice a week
11. Extra activity: Summer party, Christmas party, Special
lecture, Class party, etc.

II. Qualifications for instructors:

1. Native speakers basically.
2. Educational background: University/college graduates
3. Experience: preferable in teaching English
4. Expected teaching hours:
Part time teaching... 3-14 hours per week
Full time teaching... 20 hours per week
5. Contract duration: 6 or 12 months.
6. Those who are deeply interested in Japanese culture and people and are willing to exchange their thoughts with Japanese students. Those who have some fundamental knowledge of Japanese language.

III. Possibility of practice teaching for MAT students:

No.

I. Information about school:

1. Formal name: Roy's English Institute
2. Address: 16 Kamigoshodencho, Murasakino, Kita-ku, Kyoto,
Japan.
Tel: (075) 491-7840
3. Location: Kitaoji Horikawa Station (city bus or streetcar)
4. Name of person to contact: Mr. Roy H. Takagi
5. Language taught: English
6. Total number of students: 60
Size of class: 15 person
7. Texts in use: Pronunciation Textbook by Roy's English Institute
Useful English by Meirindo, Japan
More Useful English by Meirindo, Japan
8. Main teaching approach: Oral English communication,
Skits in various situations
9. Teaching materials available besides texts: None
10. Frequency of class: Class hour (120) minutes
twice a week
11. Extra activity: Party, Hiking, Sports party, Training camp

II. Qualifications for instructors:

1. Native speakers
2. Educational background: M.A. in teaching English as a
Secondary Language
3. Age and Sex: Men only.
4. Expected teaching hours:
Part time teaching...4 hours per week
Full time teaching...not available
5. Contract duration: 18 months

III. Possibility of practice teaching for MAT students:

It is not always possible. We may be able to accept one when we have a considerable number of students.

I. Information about school:

1. Formal name: Tezukayama English Center
2. Address: Tezukayama Building, 42, 3-chome, Tezukayama-naka,
Sumiyoshi-ku, Osaka, Japan
Tel: (06)678-2548
3. Location: Tezukayama 3-chome Station (Nankai Uemachi Line)
4. Name of person to contact: Mr. Dan Akahoshi
5. Language taught: English
6. Total number of students (1974): 4 quarters a year with about
Size of class: 10 person 300 students per quarter
7. Texts in use: Speak English by Vernon Brown, Meirindo, Japan
Modern English by Seido Language Institute, Japan
8. Main teaching approach: Total English presentation by native
instructors
9. Teaching materials available besides texts: None
10. Frequency of class: Class hour (90) minutes,
twice a week
11. Extra activity: Free conversation, Hiking, Bowling, etc.

II. Qualifications for instructors:

1. Native speakers basically
2. Educational background: M.A. in T.E.S.L. or B.A., M.A. in
languages
3. Expected teaching hours: only Full time teaching...18 hours
per week
4. Contract duration: 12 months

III. Possibility of practice teaching for MAT students:
No.

I. Information about school:

1. Formal name: The Kyoto YMCA English Conversation School
2. Address: Sanjo-Yanaginobanba, Nakagyo-ku, Kyoto, Japan
Tel: (075) 231-4388
3. Location: in the downtown area and near two major streetcar stations: Sanjokawaramachi or Karasumasanjoo
4. Name of person to contact: Mrs. Yoshihiro Sakai
5. Language taught: English
6. Total number of students (1974): 700
Size of class: 12-27 person
7. Texts in use: All textbooks used in the school are being and have been produced by the own teaching staffs.
8. Main teaching approach: Placing one label on the kind of teaching we do here is impossible in that we use bits and pieces of many. However, it can safely be said that everything taught in class is placed in some kind of context.
9. Teaching materials available besides texts: Open reel recorders and picture charts.
10. Frequency of class: Class hour (120) minutes, three times a week
11. Extra activity: Lecture programs, Weekend camps, ESS meeting, English lounge talk, etc.

II. Qualifications for instructors:

1. Japanese nationals and native speakers
2. Educational background: At least university/college graduates with B.A. degree. M.A. in TESL is welcomed.
3. Experience: Preferred, but even the most experience must go through a most rigorous observation and training period prior to being hired.
4. Expected teaching hours:
Part time teaching...10 hours per week
Full time teaching...20 hours per week
5. Contract duration: 12 months.

III. Possibility of practice teaching for MAT students:

No.

I. Information about school:

1. Formal name: Osaka English House
2. Address: 4-11, Okayamate-cho, Hirakata-shi, Osaka, Japan
Tel: (0720) 43-3594
3. Location: 10 minutes walk from Hirakata Station (Keihan Line)
4. Name of person to contact: Mr. Uegaki or Mr. Isao Watanabe
5. Language taught: English
6. Total number of students (1974): 53
7. Texts in use: Intensive Course in English by English Language Services
Mainline by Longman Group Limited, London
First Things First by - " -
Modern English by Seido Language Institute, Japan
New Prince English Course by Kairyudo, Japan
8. Main teaching approach: Total English environment
Direct method
9. Teaching materials available besides texts: Video Tape
Recorder, Cassette tapes, A complete range of English tapes.
10. Frequency of class: Class hour (60) minutes, 5 times a week
11. Extra activity: Seasonal outings, Overnight seminars,
Personal counselling, Sporting events,
Living with foreigners

II. Qualification for instructors:

1. Native speakers
2. Educational background: University/college graduates
3. Those who are able to co-operate with others and have a strong desire to teach English in Japan.
4. Age and Sex: Male or Female, over 21 years old
5. Expected teaching hours:
Part time teaching...it depends on individuals.
Full time teaching...20 hours per week
6. Contract duration: for Part time teachers---6 months
Full time teachers---12 months

III. Possibility of practice teaching for MAT students:

YES! The conditions: 3 hours a week in exchange for accommodation (room & board). Short term practice teaching is possible, but only as a Companion Counsellor who is not a teacher at OEH. He does not take actual classes. He only provides casual conversation in lounge and talks to the students on an individual basis as to their problems/questions about the study of English. In exchange for this he is supplied with room and board.

I. Information about school:

1. Formal name: World Languages, Inc.
2. Address: Ekimae Daiichi Bldg. 2f., 4-20, Sonezaki kami,
Kita-ku, Osaka, Japan
Tel: (06) 341-6636
3. Location: 5 minutes walk from Osaka Station (JNR or Hankyu Line)
4. Name of person to contact: Mr. Victor H. Voth
5. Language taught: English, French, Spanish, Chinese,
Indonesian
6. Total number of students (1974): 350
Size of class: 1-6 person
7. Texts in use: Fluency in English by Longman Group Limited,
Developing Skills } London
Practice & Progress }
First things First }
Tense Drills }
8. Main teaching approach: Direct method by native instructors
9. Teaching materials available besides texts: Visual aids
10. Frequency of class: Class hour (40) minutes,
twice a week
11. Extra activity: School organized functions-parties, meetings,
Individual meetings

II. Qualifications for instructors:

1. Native speakers
2. Educational background: University/college graduates
TESL background is appreciated.
3. Experience: not essential
4. Expected teaching hours:
Only Full time teaching... 8 hours a day
40 hours per week
5. Contract duration: 24 months

III. Possibility of practice teaching for MAT students:

Possible at the time with enough students to accept. It is negotiable with whomever interested in it. Just write!

I. Information about school:

1. Formal name: Umeda Gakuen English School of St. Paul's Church
2. Address: 2-6 Sonezaki-kami, Kita-ku, Osaka, Japan
Tel: (06) 311-6412
3. Location: Near to Osaka Station(JNR) or Umeda Station(Hankyu Line)
4. Name of person to contact: Mr. Chiko Seike
5. Language taught: English and French
6. Total number of students(1974): 500
Size of class: 16-30 person
7. Texts in use: English 900 by English Language Services
Improving your Pronunciation by Meirindo, Japan
ELEC English Conversation by ELEC
Essential Idioms in English by Regents Publishing Company, Inc.
8. Main teaching approach: Direct method according to each teachers' guide in the textbook
9. Teaching materials available besides texts: Not especially.
10. Frequency of class: Class hour(120-150) minutes
twice-5 times a week
11. Extra activity: Summer camping, Christmas party, Overnight camping, etc.

II. Qualifications for instructors: No answer

III. Possibility of practice teaching for MAT students: No answer

I. Information about school:

1. Formal name: Berlitz School of Languages of East Asia, Inc.
2. Address: Hotel Hanshin Buldg., 8 Umedacho, Kita-ku, Osaka, Japan.
Tel: (06) 341-2531
3. Location: 5 minutes walk from Osaka Station (JNR, Hankyu Line or Hanshin Line, subway)
4. Name of person to contact: Mr. T. Araki
5. Languages taught: English, French, German, Spanish, Chinese, Indonesian, Russian, Japanese, Portuguese
6. Total number of students: ?
Size of class: 1-6 person
7. Texts in use: Manual I } by Berlitz School
Manual II }
Banking by McMillan and Co.
International Trade by McMillan and Co.
8. Main teaching approach: Direct method with individual student
9. Teaching materials available besides texts: Pictures as visual aids, L.L., but not used.
10. Frequency of class: Class hours (40) minutes
() times a week... depends on individuals
11. Extra activity: Meetings and parties with staff

II. Qualifications for instructors:

1. Native speakers only.
2. Educational background: University/college graduates
3. Age and Sex: Male or Female
Over 24 years old
4. Expected teaching hours:
Full time teaching... 40 hours a day
Part time teaching... negotiable
5. Contract duration: 12 months
Special remarks: Fixed schedule includes some mornings, afternoons, evenings off.

III. Possibility of practice teaching for MAT students:

YES! The conditions: Must have a proper visa allowing him to work. Student/tourist/missionary/ 6 month unsponsored visas, etc. unacceptable. Hiring subject to either full application forms being filled out if overseas, or after interview if in Japan

I. Information about school:

1. Formal name: YBU English Centers(*)
2. Address: Kawaramachi-Sanjoo agaru, Nakagyo-ku, Kyoto,
Japan
Tel: (075) 211-9341
3. Location: 2 minutes walk from Kawaramachi-Sanjoo Station
(city bus or streetcar)
4. Name of person to contact: Father Graham McDonnell
5. Language taught: English
6. Total number of students: 250
Size of class: 9-15 person
7. Texts in use: YBU Lively English Series for Japanese Students
by YBU English Centers
8. Main teaching approach: Audio-Lingual method with cognitive
recognition emphasized on speaking
listening ability.
9. Teaching materials available besides texts: Nothing special
10. Frequency of class: Class hour(80) minutes,
twice a week
11. Extra activity: Outing, parties, hiking, so forth

II. Qualifications to apply for instructors:

1. Native speakers
2. Educational background: University/college graduates
3. Experience: Not essential since they give a 3-week training
course at YBU
4. Expected teaching hours:
Full time teaching...24 hours per week
5. Contract duration: 12 months at least,
the renewal of contract possible.

III. Possibility of practice teaching for MAT students:

No. since they are not big enough to accept extra instructors.

V. The Conclusion

As long as the secondary schools continue to neglect teaching "living" English in favor of "examination" English, the private language schools will do good business. While some schools are only in business for the money, we have seen even in my small survey, that these are schools that reflect many different philosophies of education in their selection of methods, materials, and teachers. Nevertheless there are some general trends to be noted.

First, the language boom in Japan has produced some good materials, including the famous Modern English Series by Seido Language Institute among others. It is expected that this materials development will continue although many institutes use texts developed in America or England as well. Nevertheless, each new texts published or selected by the schools is oriented to the new orthodox oral approach or one of its variations. We have yet to see materials sponsored by a school based on any other approach (except the large electric companies which produce language laboratory equipment and materials in a package).

The schools' somewhat conservative philosophy is also reflected in their choice of instructors. Perhaps, from the failure of the English language program in secondary schools, it is concluded that Japanese teachers can not teach English successfully. As a result, the schools tend to rely on native English speakers regardless of their training, and discourage their native Japanese teachers with rules and instructions, and low pay, regardless of training. Even a native speaker seeking a teaching position in some of the more strict institutes may find his training in E.S.L. a hindrance rather than a help.

This discrimination in teacher selection is not merely the whim

of the schools' policies however, but also to some extent reflects the desires and expectations of the students. They are curious about the foreign teacher and wary of the Japanese teacher, regardless of his English ability. Maybe the change will come when the foreign teacher is less an object of curiosity, and the teacher can be judged according to his teaching ability.

We Japanese still have too much reverence for the English language and its native speakers. We do not yet see English as an international language, a means of communication with all peoples, not just European or American. However, this new philosophy will be welcome by many people in ^{the} future.

VI. Other Things Mentioned

Teaching English in Japan is really "challenging" for any prospective native instructor in any case. Especially MAT students, who appreciate a relaxed and free atmosphere in the classroom, find the situation pretty formal. All the instructors are recommended to keep this reality in mind.

Among the existing language schools I mentioned in my report I recommend the schools in Category B, because they are rather acceptable places in terms of the possibility to try new techniques, materials and teaching aids to some extent.

Following are several notes I have in my mind for the people who try the first step to the position.

i. The collection of much detailed information from the schools.
It is not only important to know about the schools, but also living, housing possibility.

ii. Formal Contract

In order to apply for a "working visa" in Japan you have to receive a formal contract issued by the school. Usually it takes 2 to 3 months to get the visa on your passport after you finish the formality at a Japanese diplomatic or consular office abroad.

iii. The payment

The payment varies school to school, so that it is hard to mention, but generally speaking the average is:
from US\$5.00 to US\$10.00 per hour...class lesson
from 7.00 to 15.00 - " - ...private - " -

The school may have a rate for monthly payment for full time instructors.

iv. The living and housing

The cost of living in Japan is much higher than that of the States, but if you do not intend to live in luxury, you can enjoy a new life. US\$1.00 values about ¥150 in daily use. Some schools guarantee accommodation for the full time instructors or can afford housing allowance. They help to find a suitable place to their instructors.

v. The allowance from the school.

The school will be able to afford several allowance to the instructors, which you should check. For example,

1. Overseas transportation expenses
2. Housing and food allowance
3. Commuting allowance (from the school to your house) to get commuter's pass.
4. Health insurance

vi. Daily expenses (per month)

This is only a general idea. (if you live alone)

Renting room expense*\$50.00 to \$100.00
Food (including snacks) 70.00 to 120.00
Dwellings (electricity, gas, water, so forth) 15.00 to 20.00

*Renting a room in Japan, "key money," the Japanese equivalent of a security deposit, is required. The amount varies according to the accommodations and the landlord, but "key money" is usually the equivalent of several months' rent. You should negotiate with the school about this "key money" and other subsidiary procedures which are usually so complicated even to Japanese people.

Good Luck!

VII. Appendix

Appendix A

Questionnaire

I. Information about school

1. Formal name of school/institute/organization:

2. Address: ()

TEL ()

3. Location: (Public transportation)

4. Name of principal:

Name of person to contact:

5. Languages taught:

6. Total number of students (1974):

Size of class: () per class

Levels:

7. Texts in use (Name and publisher)

8. Main teaching method:

9. Teaching materials (resources) available:

e.g. L.L., visual aids, so on

10. Frequency of class per week:

Class hour: () minutes per class () a week

*

*1 hour = 60 minutes

11. Extra activity except regular classroom study:

II. Qualifications to apply for your teaching position

1. Education(dgree, experience, so on).

2. Age and Sex

3. Expected teaching hours if offered per day and per week(about):

[illegible]

() hours per week

[illegible]

() hours per week

4. Contract duration:

at least... 6 months, 12 months, 18 months, 24 months,
more than 24 months.

more than 24 months.

Special remarks if any:

III. Possibility of practice teaching

1. Are you interested in having some native student of English in
majoring Master of Arts in Teaching English for their practice
teaching?

Are you interested in having some native students majoring Master of Arts in Teaching English for their practice teaching?

teaching?

YES , NO

2. If your answer is "YES", please write your conditions and request. (when, how many you need, so on)

request. (when, how many you need, so on)

3. Is it possible to do their practice teaching within a limited period?(for example, for 2 or 3 months intensively)

Is it possible to do their practice sessions during the period?(for example, for 2 or 3 months intensively)

If the space is not enough, please write on other paper.

Thank you.