

「AET 世代」と大学英語教育

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The “AET Generation” and College English Education**

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Abstract

1987年度より中学、高校の英語教育現場に英語指導助手（AET）を招致してきたJET（Japan Exchange and Teaching）プログラムが7年目を迎えた。初年度わずか848名の参加者も1994年度には4,179名に膨れ上がり、その出身国も当初の4カ国から11カ国に増加している。また、こうしたプログラムの拡大に伴い、英語教育現場には日本人英語教師（JTE）とAETとのチーム・ティーチング（協同授業）の是非やあり方などをめぐり、悲喜こもごもの議論が巻き起こっている。さらに、1994年4月には、高校のカリキュラムに新たに「オーラル・コミュニケーションA」、「同B」、「同C」が導入されることになり、JETプログラムをめぐる議論に新たな問題提起を投げかけることになりそうである。

この“JET効果”は、ついに大学の英語教育現場にも深刻な影響を与えようとしている。というのも、中学、高校を通してAETと共に英語を学んだ“AET世代”が、1993年4月大学に入学し、大学英語教育を経験することになったからである。果たして、AETとJTEとの協同授業や異文化コミュニケーションの直接的洗礼を受けた“AET世代”が大学英語教育に抱くイメージや期待度において、前世代との間に何らかの変化が見られるであろうか。あるいは、中学、高校、大学一貫の英語教育という視点無しに大学英語教育は独走し続けられるであろうか。ともすれば、中学や高校の英語教育とは無関係に独立独歩の観を呈してきた大学英語教育が、この現実と直面したいま、いかに対処すべきなのであろうか。

本稿では、この現実を鑑み、英語教育現場の一教師として、“AET世代”という新しい学生集団を迎えた大学英語教育の現状と展望を探る。そのため、“AET世代”と前世代対象のアンケート調査と、国内外の現AETと経験者を対象にし、その熱心な協力で実現したアンケート調査の内容とその結果を分析することにより、中・高・大一貫の英語教育の方向を論じる。同時に、調査にあたり、様々な形で支持し続けてくれた国内や海外のAETや経験者にここで報告することで、その好意と情熱と激励に対して心からの謝意を表したい。

KEY WORDS: “AET Generation”, English Education, Internationalization, Communication

1. INTRODUCTION: Six-Year-Old JET Program

Launched by the Education Ministry in 1987 in cooperation with other ministries and local public organizations, the Japan Exchange and Teaching (JET) Program has allowed

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young people from overseas to work in Japanese middle and high schools as language teaching assistants for the last six years. The initial 848 participants were from four countries: the United States, Britain, Australia, and New Zealand. The year 1994 saw 2,051 newcomers as well as 2,128 renewers, totalling 4,179 participants from 11 countries, the additional seven countries being Canada, Ireland, France, Germany, China, Korea, and Russia.¹⁾

The expansion of the program has raised varied questions among middle and high school English teachers and disputes over issues such as team-teaching by JTEs and AETs. Also, the spring of 1994 saw the implementation of a new communication-oriented curriculum in high school English education, which is likely to stir further discussion among English educators throughout the nation.

In addition, the "JET effect" appears to have extended to the college level: the spring of 1993 saw Japanese colleges enrolling members of the "AET generation" who had experienced six years of English classes with AETs. Such students must have not only studied the English language but also sensed or realized all phases of cross-cultural communication through team-teaching conducted by JTEs and AETs. In a way, they had been exposed to a course of international exchange in their school life. I wonder how such international exposure would affect their anticipation in terms of English education at college level.

College English education has been inclined to follow traditional methods so far, independent of its lower level counterparts. However, could it sustain such a posture without considering the new wave brought by the JET program? In other words, could it keep running alone, without a consistent view of English education from middle school through college levels?

This paper aims to shed light on college English education reform in the wake of the enrollment of the "AET Generation," presenting both problems and proposals.

2. METHOD

2.1 The Enrollment of the "AET Generation"

Culture shock is one of the factors that students encounter through their interactive communication with AETs and team-taught classes by AETs and JTEs. While attending English classes, which used to appear to reflect the content of the textbooks used, current students now undergo firsthand experience of cross-cultural inter-change between AETs and JTEs in their team-teaching setting. Thus, students' culture shock or "inner-self communication" is likely to be elevated to inter-cultural understanding. Wada (1991) defines team-teaching as "a means whereby students can observe the procedure of how JTEs' 'latent culture' or value system integrates or conflicts with their efforts to stimulate the students to participate in classroom activities."²⁾ In that sense, team-teaching conducted by JTEs and AETs could play out an ideal scenario, reflecting the specific stages of both concrete and daily cross-cultural communication, where JTEs or representatives of self-culture face AETs or representative of another culture.

How would the "AET Generation" perceive college English education, which generally

features JTE-conducted classes that are still sustained by traditional teaching methods? Despite their passive manner of absorption, the "AET Generation" studied English not only as target knowledge but also as a living language which embraces a specific culture. Are they satisfied with such class activities that reflect only their indigenous culture?

With the aim of English education for active expression, the author compiled two original textbooks which describe students' cross-cultural communication in their everyday life. As already reported, their use in classes turned out to be educationally effective.³⁾ Also their secondhand experience of the cross-cultural communication among the characters in the text helped students to become aware of the significance of establishing their own identity as Japanese in order to learn the English language in terms of active expression. However, even such an endeavour could hardly satisfy the "AET Generation." Generally framed by the traditionally Japanese classroom pattern of teacher-students, JTE-led English classes could hardly provide JTEs with a stage on which to play out their performance as living role models, self-assertive for their own culture while confronting another culture.

In an effort to search for the future picture of college English education in liaison with middle and high schools, a questionnaire was prepared to conduct a survey for NIFS students including the "AET Generation," who were questioned about their experience of interaction with AETs, and about their images or hopes regarding college English education. Also, another questionnaire was prepared for both current and former AETs, who were asked to comment on their educational surroundings or everyday life in Japan, team-teaching with JTEs, future perspectives of the JET program, and the "internationalization" of Japan. Thus, conducting surveys on both sides are methods of suggesting the future course of college English education, in accordance with the idea of consistency from middle and high schools through to college level.⁴⁾

2.2 Questionnaire for NIFS Students (See Appendix 1)

The survey among NIFS students was conducted in May 1993, during the classes (English I, II, and III). The following shows the general survey and results of the preliminary questions.

1) Number of students surveyed

	Male	Female	Total
Freshman (AET Generation)	127	38	165
Sophomore	104	30	134
Junior & Senior	57	18	75
Total	288	86	374

2) Times abroad

	None	1	2	3+	Total
Freshman (AET Generation)	135	26	4	1	165
Sophomore	112	17	3	2	134
Junior & Senior	66	4	4	1	75
Total	313	47	11	4	374

3) Countries visited

	Korea	USA	H. K.	China	Germ.	Australia	Others	Total
Freshman	19	5	3			2	3	32
Sophomore	1	6	1	2	2		3	15
Junior & Senior	8	2	1	1	1		2	15
Total	28	13	5	3	3	2	8	62

2.3 Questionnaire for AETs (See Appendix 2)

A survey among AETs was conducted in June, 1993. Twenty AETs were sampled out of 72 AETs in Kagoshima Prefecture, selected to obtain a balance of nationality, gender and location. Sixteen of them mailed back their answers.(Group A) In addition, 13 former AETs living outside Kagoshima (Group B), including some living abroad, responded to the questionnaire with the help of a former AET living in the U.S.A.⁵⁾

3. RESULTS**3.1 The Questions for NIFS Students and Their Answers**

1. How often did you have AETs in middle school English classes? (Figure 1)
2. What were their nationalities? (Figure 2)
3. How did you like AET-taught classes? (Figure 3)
4. How much cooperation did you see between JTEs and AETs? (Figure 4)
5. How did you like team-taught classes? (Figure 5)
6. How often did you have AETs in high school English classes? (Figure 6)
7. What were their nationalities? (Figure 7)
8. How did you like AET-taught classes? (Figure 8)
9. How much cooperation did you see between JTEs and AETs? (Figure 9)
10. How did you like team-taught classes? (Figure 10)
11. How do you like college English classes compared to those of middle and high schools? (Figure 11)
12. What do you expect college English classes? (Figure 12)

Figure 1
Middle School AET Classes

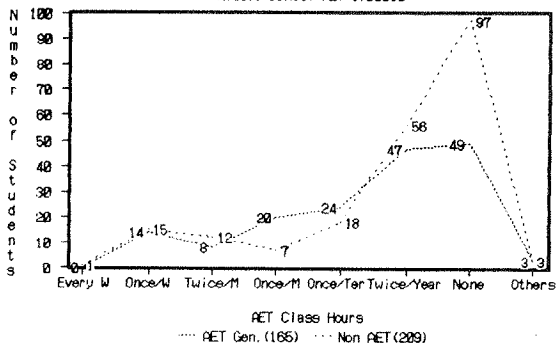


Figure 2
Middle School AET Nationality

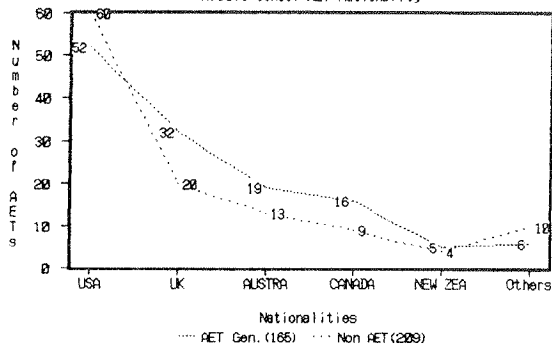


Figure 3
Comments on Middle School AET Class

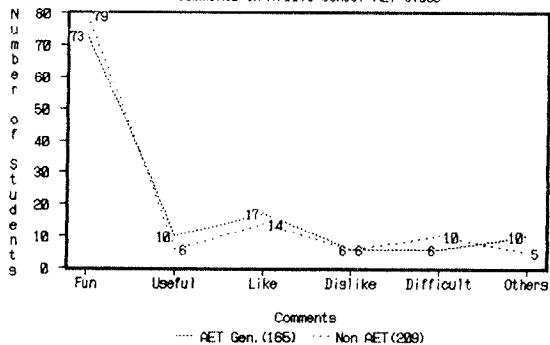


Figure 4
How Middle School JTE Worked with AETs

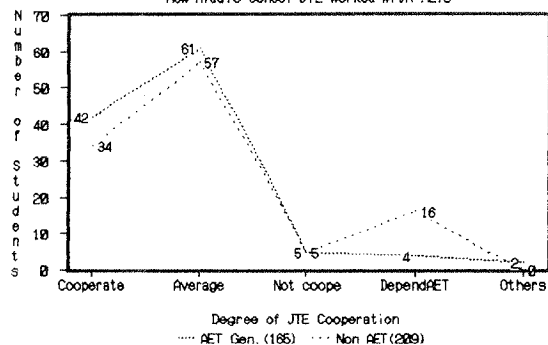


Figure 5
Comment on Middle School Team-teaching

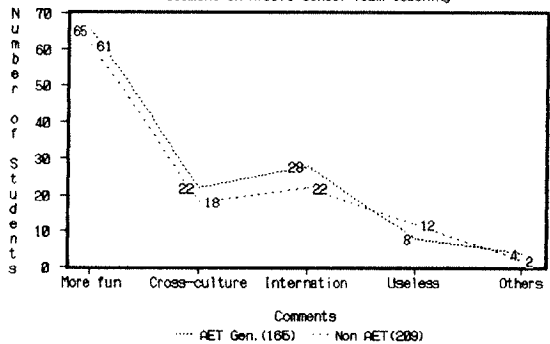


Figure 6
High School AET Classes

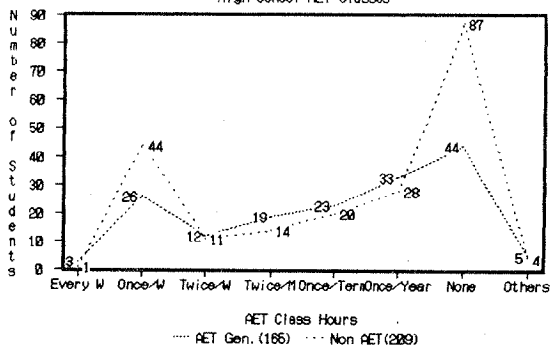


Figure 7
High School AET Nationality

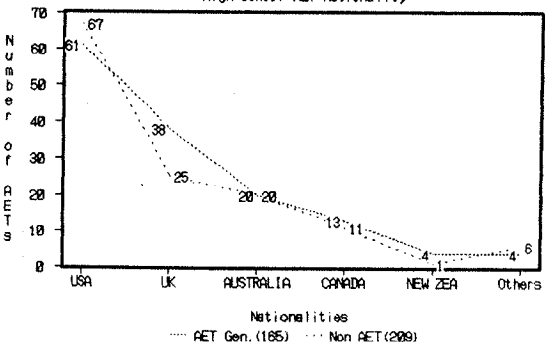
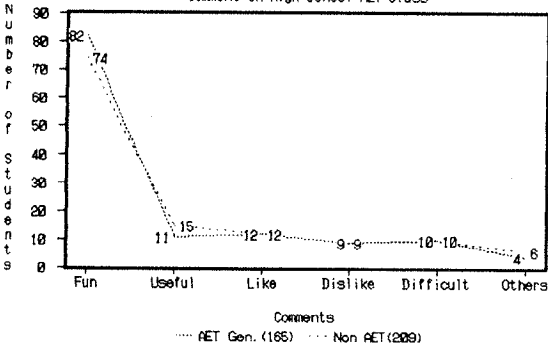
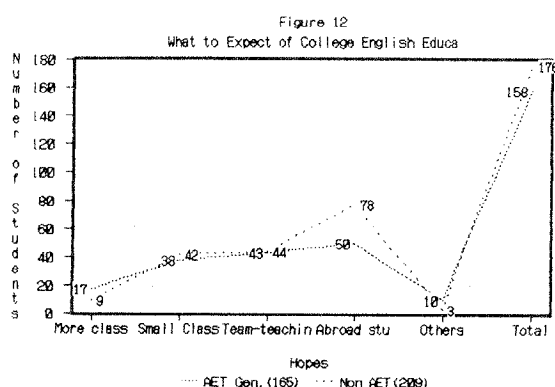
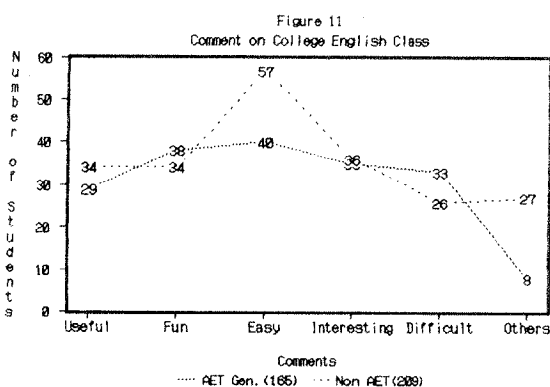
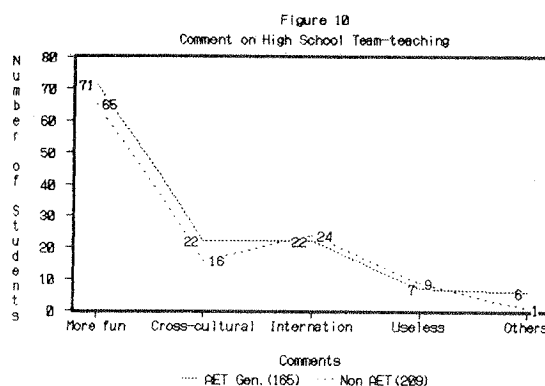
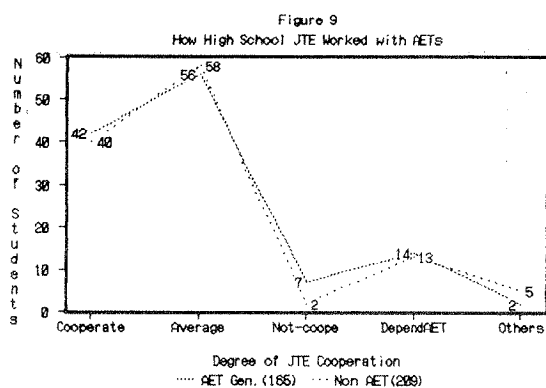


Figure 8
Comment on High School AET Class





3.2 The Questions for AETs and Their Results

1) Questions 1, 2, 3, 4, 5, 6, 7, 12, 13 and their results:

1. I enjoy/ed working and living in Japan.
2. I enjoy/ed teaching English/foreign language to Japanese students.
3. I enjoy/ed team-teaching with Japanese teachers of English.
4. I have/had difficulty/trouble communicating with Japanese students.
5. I have/had difficulty team-teaching with Japanese English teachers.

		Most of the time	Sometimes	Seldom	Never	Total
1	A	14	1	0	0	15
	B	12	1	0	0	13
	Total	26	2	0	0	28
2	A	10	5	0	0	15
	B	8	5	0	0	13
	Total	18	10	0	0	28

		Most of the time	Sometimes	Seldom	Never	Total
3	A	5	8	3	0	16
	B	5	5	2	0	12
	Total	10	13	5	0	28
4	A	1	10	4	0	15
	B	1	9	3	0	13
	Total	2	19	7	0	28
5	A	2	10	3	0	15
	B	1	8	3	0	12
	Total	3	18	6	0	27

6. I am/was keenly interested in English language Education in Japan.
 7. The JET program is useful for improving teaching English in Japan.
 12. The JET program contributes to the "internationalization" of Japan.
 13. I contribute/d to the "internationalization" of Japan as AET/ALT.

		Agree	Agree somewhat	Disagree some.	Disagree	Total
6	A	5	4	5	1	15
	B	6	6	1	0	13
	Total	11	10	6	1	28
7	A	3	7	4	0	14
	B	6	6	1	0	13
	Total	9	13	5	0	27
12	A	3	8	2	0	13
	B	5	7	1	0	13
	Total	8	15	3	0	26
13	A	7	6	2	0	15
	B	6	7	0	0	13
	Total	13	13	2	0	28

2) Questions 8, 9, 10, 11, 14 and their answers: (Excerpts)

Q8. What have you found most frustrating while teaching Japanese students?

- A) * Being an assistant.
- * Students' shyness and negative attitude to speaking English.
 - * Lack of voluntary response.
 - * Japanese teachers of English who are unable or unwilling to use English.
 - * The concept of 'team-teaching.'
 - * The grammar translation method used by Japanese teachers.
 - * The testing system works against learning how to speak and use a foreign language.
- B) * Working with Mombusho-selected textbooks.
- * Not enough freedom to devise/plan lessons.
 - * Their (the students') passive attitude towards verbal communication.
 - * Japanese students are very uncomfortable about with anything new or different. They never ask questions.

Q9. How beneficial have you found your AET/ALT experience?

- A) * The best experience in my life.
- * I'm not sure yet. I'll know in a few years time.
 - * Extremely—I would not have given up this experience for anything.
 - * An interesting insight into Japanese life.
 - * I've come to know the strengths and weaknesses of Japanese education.
- B) * My experience has been extremely beneficial in terms of teaching, adjustment to life overseas and finance.
- * It has improved somewhat my presentation skills and public speaking abilities.
 - * Very—I have learned a lot about Japan.
 - * I became aware of the background of a large number of my students here in the U.S. and can probably teach them better than before.
 - * Better understanding of the cultural differences between Japan and the U.S.
 - * Fabulous. Most important experience of my life. Learned a lot about my abilities and prejudices (in the broadest sense).
 - * Extremely! I would like to return to Japan next year.
 - * Profound and life-changing.
 - * Extremely beneficial—especially in recognizing my own strengths and weaknesses.
 - * Very as a cultural exchange. Not very as an English program.
 - * Very educational and interesting. I learned about Japan and my own culture.
 - * Beneficial professionally and personally to a high degree, as ESL is my career.
 - * Very beneficial in all areas: personal, professional and financial; and it has greatly enhanced my global awareness.
 - * Very—teaching experience and international understanding.

Q10. What deficiency have you found in the JET program?

- A) * Perhaps the program is intended more as a political gesture to achieve international status.
- * Foreign language instruction should start at the elementary level.
 - * Poor organization, lack of guidelines, no one knows what to do.
 - * Lack of actual work and real purpose in my role.
 - * Lack of any consistency, team-teaching plan or model and lack of structure.
 - * The system is not professional.
- B) * The status of AETs in school is not well defined.
- * I would like to see more training by professional (Ph. D) TEFL teachers at local, prefectural and national meetings. This would be done for AETs and JTEs.
 - * Extending the 3 year limit for JET teachers.
 - * The biggest problem seems to be the inconsistency among AETs' working and living conditions. Some AETs feel overused while others feel underused.
 - * AETs often don't seem to be matched to their schools; we're not interchangeable.
 - * Teachers are sometimes unsure of us, and how to deal with us.
 - * Contact with people is limited to the schools.
 - * No training for Japanese teachers.
 - * Inequity of situations—cost of housing, working conditions.
 - * Unpreparedness of JTEs to work with us in team teaching.
 - * Lack of information on location of school, apt., town, etc. until after arrival in Japan.
 - * Lack of support/clarification at local level concerning what the role of the AET is.
 - * Teaching "living English" with exam-oriented textbooks.
 - * AETs have no previous teacher training but Japanese teachers expect us to have had.
 - * The AETs should receive some type of teacher training (esp. in team teaching) to prepare them for working with Japanese teachers within the Japanese educational system.
 - * Lack of Japanese government acknowledgement and financial support for JET Alumni Association.
 - * The bifurcation of objectives in English education in Japan. The examination system invalidates our efforts.
 - * Too many differences in arrangements between prefectures and within prefectures themselves.
 - * There should be/have been orientation for the Japanese English teachers to clarify expectations and ease the transition into working with Westerners.
 - * I cannot pinpoint a deficiency within the program. The program is so vast and covers so many people and places. I find it amazing that it is so successful. The "deficiency" lies more in the concept of English language here in Japan, which is of course due to the university entrance exam system. Until the demands of the universities focus on communicative English, the speaking and listening abilities of the Japanese students will remain poor.

Q11. What does “internationalization” mean to you?

- A) * Making others aware of a culture and people different yet equal to one’s own.
- * Opening the doors between countries and inviting people to build bridges to reach each other.
 - * Meeting people from different cultures and backgrounds, recognizing cultural and social differences, learning to accept these differences and welcoming comparison between cultures.
 - * It is a keyword used by governmental Japan in an attempt to promote understanding of foreign cultures and foreign peoples.
 - * That we are all “people” first. Nationality comes second.
 - * Communication. Recognition and acceptance/tolerance of another culture’s difference.
- B) * A deeper understanding of the things that make us the same. We are more alike than different.
- * Knowing other cultures and having an appreciation of different views and opinions.
 - * Regular contact with foreigners. Exchanges of ideas.
 - * “Internationalization” for me means an increasing awareness of shared humanity, despite cultural differences, among the people of many nations. It means building up a tolerance for people with “strange” customs with whom you come into contact. It implies a respect for foreigners who, despite trying hard to fit in, don’t and perhaps can’t. It means shedding national stereotypes and opening oneself to the possibility that Americans (Japanese, Chinese, Russians, French, etc.) come in all shapes and sizes, have a variety of different beliefs and behavior. It means movement toward developing world citizens. Internationalization may take hundreds of years, if we’re lucky.
 - * Bilateral grass-roots exposure to dispel media myths in the hearts and minds of Japanese and American citizens.
 - * Tolerance for, interest in, and/or some degree of understanding of people from other countries.
 - * Sharing of ideas and cultures at the grass-roots level—not just through governments and big business.
 - * Doing away with ethnocentric point of view and realizing that we are all part of the world community.
 - * The ability to appreciate differences between people and use them for the good of the development of a country.
 - * Patience and willingness to learn about others and their cultures.
 - * Allowing Japanese people to develop less insular perspectives.
 - * Internationalization is a commitment to teaching not only the students, but the teachers, the board of education staff and the community about differences in culture.
 - * Discovering that it is sometimes as difficult to communicate with other native English speakers, as it is with a “real” language barrier. Being a non-American in a country of “Look! Gaijin! ⁶⁾ America-jin!”
 - * A desire or willingness to learn about, understand and accept the good and bad

characteristics, of other cultures ; and to learn about oneself and one's own culture in the process. (And to celebrate the wonderful differences ; especially those of art, music, food and (ritual) ceremony.)

- * Making the most of opportunities to learn about different countries and meet different people.

Q14. How do you think the JET program can be improved to meet the "internationalization" of Japan?

- A) * More opportunities and forums for exchange of cultural information.
- * Ensuring JTEs aware of the program's aims.
 - * Get the ALTs more involved in education/in the community.
 - * Spend the money sending more Japanese abroad.
 - * It seems the bureaucracy hinders any speedy moves toward change.
 - * Accept teachers from other English-speaking countries besides industrialized nations: Malaysia, Singapore, and other Asian countries.
 - * AET should be more aggressive and confident to point out when the Japanese offend them.
 - * More JTEs with better qualifications.
 - * By reaching out to the younger people, who don't already have solidified stereotypes of "outsiders."
 - * I would much prefer to teach at one school, where I could feel like an ordinary member of staff.
 - * If more ALTs had base school situations and were members of teaching staff rather than the *Kyoikuinkai*, they would integrate into the school and students' lives much better. That would help the internationalization process more.
 - * The 'English teaching' and the "internationalization" aspects of the AETs' role are two different things.
 - * Even in my time on the JET program I have noticed a change in the students' attitudes to English and to me. We must continue & improve.
- B) * More interaction with local communities—more work in internationalization outside school too!
- * That's a big and a difficult question. I would like to see a JET sponsored annual project of some sort, in a philanthropic vein, on a national level, which benefits world need, such as UNICEF. This will promote the idea of JETs as ambassadors of goodwill, not just language teachers.
 - * JET currently does a good job of training and preparing ALTs for living and working in Japan but to my knowledge there is little or no training for JTE. In order to make full use of AETs, I think there should be some sort of training for JTEs. (One of my JTEs had absolutely no idea what my job was or how I was employed.)
 - * By bringing a wide range of foreigners to Japan, from many countries and backgrounds, and into areas which may never have any other foreign visitors or residents.

- * Clarification of the role of JET participants to local supervisors. Better local orientation in Japan.
- * There should be some kind of exchange for the Japanese teachers of English to experience the American education system, before working with the ALT.
- * Offer free Japanese language instruction to participants. Have JETs work closely with a small group of people—Get away from the “Gaijin Celebrity Show” approach.
- * Longer period of contract—JET participants “mature” overtime in Japan and can be more productive/successful.
- * Send JTEs abroad. Show them conclusively that English is a living language.
- * Accept and be more interested in input from participating JETs ; i.e. give them a more substantial role in the development of the program.
- * Training JTEs to team teach and to speak English at least in class.
Get more people from other countries here to meet and talk with the Japanese. The level of “internationalization” or exposure to other people/cultures is still quite small.
- * Perhaps by initiating more cultural exchanges between nations i.e.: a formalized exchange of teachers between countries; send more Japanese teachers abroad!

4. DISCUSSION

As shown in Figures 1 and 6, over one-third of the pre-“AET Generation” had no experience of AET-taught English classes during their middle and high school days. Both generations referred to AET-joined classes as being good fun. Regarding team-taught classes, both groups first emphasized that they are more fun than ordinary classes, secondly that they could promote “internationalization,” and thirdly they could enhance interest in other cultures. Also both favorably judged their JTEs, claiming that they fairly cooperated with AETs in their team-teaching.

As for college English education, the “AET Generation,” who had just enrolled, generally showed enthusiasm, while many of their predecessors were found to have lost their interest. Also the majority of the “AET generation” ranked team-teaching in their college classes as their second most important priority in the questionnaire (first was studying English abroad). This fact seems to indicate their high interest and expectation in cross-cultural involvement.

While AETs highly value the JET program, they are skeptical about its contribution to improving English education in and the “internationalization” of Japan. It should be remembered, however, they are quite youthful (under the age of 35) and far from being professional English teachers. Also they have no choice after renewing their maximum tenure term to three years. It should be noted, however, that some of them cited that the “internationalization” of Japan should be realized independently and especially in the context of her Asian neighbors.

As the AETs’ comments generally reflect, the JET program appears to fulfil its concepts and goals as a governmental project. At its regional level, however, both English education and community activities still depend on individual AETs, along with their efforts through

repeated trial and error. In other words, such challenging struggles of AETs would involve JTEs, students, and residents in their local community.

In that sense, the "AET Generation" can be defined as a "cross-cultural generation," who unconsciously encounter a variety of challenging scenes in terms of cross-cultural communication or confrontation in their daily life while studying English both as a language and as a communication tool.

Also, according to Robert Juppe, ALT Adviser of the Education Ministry, the prefectural offices are now much better prepared to handle problems faced by their ALTs. He also says that the JET program has progressed as it has become decentralized, more so than it was three years ago.⁷⁾

5. CONCLUSION

One of the benefits gained by writing the student-based textbooks was the fact that students became interested in things familiar to them and less tense about expressing themselves. One of the prerequisites for generating "English for active expression" is a relaxed atmosphere, or to coin a phrase, "academic freedom," where teachers can play role models. Without voluntary self-expression in Japanese, self-expression in English could not occur. Teachers first of all should try to express themselves and enjoy doing so, thus inspiring their students to express themselves too.⁸⁾

"English for active expression" can only be realized with the help of teachers who maintain their self-expression when facing people from other cultures. Mando (1992) claims: "To speak in English with people from another culture does not mean an English dialogue among Japanese but a conversational effort to communicate with someone from a different culture from ours."⁹⁾ In other words, individual teachers are now tested for their improvised performance of cross-cultural communication firmly based on their own professional principle, not following any set guidelines.

The vector of English education in Japan has so far worked downward from the college entrance examination (the top) to high and middle schools. Accelerated by Japan's "internationalization," however, the introduction and expansion of the JET program has slowly but steadily been making that vector work upward. Having experienced a series of cross-cultural confrontations through team-teaching, the "AET Generation" seems to demand college English education not only to absorb knowledge but also to experience living linguistic activities consisting of real cross-cultural interaction between teachers and students. In other words, upon the basic foundation of "English as passive understanding" laid during middle and high school years, college English education is currently entrusted with building "English for active expression," with the necessary "wiring" and "plumbing" as well.

For college education to meet this expectation will help to improve the JET program itself and eventually show specific principles or guidelines for AETs and JTEs at middle and high schools to solve their various problems. In addition, with their professional knowledge and scholarship, college JTEs can become qualified as adequate role models of "English for active

expression.” In order to lead students to cross-cultural awareness through English education, the JTEs could perform roles as internationally-minded Japanese with their own identities. Under these circumstances, college English education should undergo a course of reform, including team-teaching conducted by JTEs and NETs (Native English Teachers) and inviting a variety of guests or informants into classes.

English education in Japan needs to be coordinated from middle school level through to college level. There should be a certain network organized by JTEs, AETs, and NETs in order to exchange ideas, and eventually develops a proper training opportunities to enhance their own cross-cultural communication competence and sophisticate their educational methods. Eventually college English teachers are to share with their middle and high school counterparts in those challenges brought by the JET program. It could be concluded that English education should be integrated with the whole educational level in the light of the “internationalization” of Japan.

Challenged by the “AET Generation,” who carry the “JET effect” or the outgrowth of six-year-old JET program, how college English education is to reform itself appears to lead both to the improvement of the JET program and to the solution of all kinds of problems in the English educational climate of Japan. Also this is sure to provide all colleges nationwide with chances, whether or not they can display their leadership in terms of democratizing Japan’s “internationalization,” from being the governmental concept it is now, to becoming a living grass-roots community activity, and giving it a specific meaning and significance for the Japanese “Everyman.”

NOTES

** This is a revised version of a paper presented in Japanese at the 32nd Annual Convention of the Japan Association of College English Teachers (JACET) held in Tohoku, Japan on September 9 1993. An earlier version of this paper was published in Japanese in the Bulletin of National Institute of Fitness and Sports in Kanoya, March 1994.

The purpose of this English version is to acknowledge all the help of AETs and former AETs who were willing to cooperate in responding to the questionnaire as well as providing JET-related information such as AJET, CLAIR, JET Alumni, etc. The author deeply appreciates their enthusiasm and encouragement.

- 1) The JET program has been sponsored by the Ministries of Education, Home Affairs, Foreign Affairs, and public organizations at local levels. Also the Council of Local Authorities for International Relations (CLAIR) has undertaken specific assignments related to the program.

The aim of the program is both to improve English education in Japan and to enhance the “internationalization” of Japan through the exchange of JET participants and residents in local communities. The participants are employed on a yearly basis, which can be renewed up to a maximum of three years.

- 2) Minoru Wada : *Kokusai Kouryu no Hazama de; Eigo Kyouiku to Ibunka Rikai*, Kenkyusha, p. 17, 1991. Trans. by Author
- 3) Kazuko Miyashita : *The Writing of Original Textbooks, AN AMERICAN in MIYAZAKI and AN AMERICAN in KAGOSHIMA As a Cross-Cultural Approach to English Language Education*. Annals of Fitness and Sports Sciences No. 8, pp. 43-49. 1992.

- 4) As for 'the importance of coordinated English education from middle school level through college level,' Professor Yukinobu Oda from Doshisha Women's Junior College claims in his foreword to JACET Newsletter No. 90 in September 1993: "Preparing for the enrolment of students who will have received the two-pillar based English education, oral communication and cross-cultural understanding, we must consider its significance and work hard in an effort to improve college entrance examinations as well." Trans. by Author
- 5) According to Bill Egbert, National Chair of AJET, "AJET is a voluntary organization and the only institution that works only for the JET Program participants. ... AJET members receive AJET Magazine, their bi-monthly national publication featuring articles on such topics as teaching, traveling and living in Japan." AJET Magazine Orientation Issue July/August 1993 Vol. VI, No.2, p.5.

Some former JET Program participants have been expanding their alumni network abroad and helping with the screening of applicants for the program. Mr. Douglas Kern, who is a former AET and currently working for the Consulate-General of Japan in Seattle, has been helpful in collecting data from current and former participants in Japan and the U.S.A.

- 6) *THE DAILY YOMIURI* dated December 22 1993 ran a report "AET failure" in its *Letters To The Editor* column. It said, "...The AET program does not promote internationalization, if you take the term to mean that Japanese students will learn to better understand foreign people and cultures. In my daily experiences in the schools I am greeted with the taunt 'gaijin' or 'gaijin da.'... The abuse does not stop there. Students seem to find neverending delight in using the insult 'f * * you' and to extending their middle finger. Perhaps they don't know the strength of the insult, but the fact is, they do know it is bad and they know it is irritating to a foreigner..." This article has been daily followed by letters, both pros and cons, from readers, including high school students.
- 7) "Keeping an eye on the JET program" *THE DAILY YOMIURI*, January 17, 1993.
- 8) The *Asahi Shimbun* dated August 31 1993 ran an article "To change English education into 'usable English'" in its editorial column. It said "Regardless of the language being, either in English or Japanese, 'what to convey' through using it is the most essential factor. For that purpose, we first should get our ideas in shape and then make efforts to verbally express ourselves." Trans. by Author
- 9) Katsunori Mando: *Kokusaika to Eigo Kyoiku; Ibunka Communication eno Teigen*, Taishukan, p. 219, 1992. Trans. by Author

Appendix 1

AET (assistant English teacher: 英語指導助手) についてのアンケート 1993年5月

性別 (男 女) 学年 (1 2 3 4 5 6)
 海外渡航回数 (0 1 2 3回以上) 総合期間 _____
 渡航先 _____
 出身中学 _____ 県 (国・都・府・市・町・私) 立 _____ 中学校 卒業年 19 _____
 出身高校 _____ 県 (国・県・都・府・市・私) 立 _____ 高等学校 卒業年 19 _____

下記の質問について、該当する答の番号を○で囲んで下さい。(該当するもの全てを○で囲んで下さい)

1. 中学時代、英語の授業でAET または外国人教師に、平均どのぐらい習いましたか。
 1. 毎時間 2. 週1回 3. 月2回 4. 月1回 5. 学期1回 6. 年1~2回
 7. 無い 8. その他

2. AET はどこの国の人でしたか。
1. 米国 2. 英国 3. オーストラリア 4. カナダ 5. ニュージーランド 6. その他
3. 中学時代、AET の授業をどう思いましたか。
1. 楽しかった 2. 役にたった 3. 理解できた 4. いやだった 5. 難しかった
6. その他
4. JTE (日本人英語教師) と AET の協同授業はどうでしたか。
1. よく協力していた 2. 普通だった 3. あまり協力していなかった 4. AET 任せだった
5. その他
5. 中学時代、JTE と AET の協同授業について、どのように感じましたか。
1. 単独授業より楽しかった 2. 外国や異文化に興味をもった 3. 国際化を感じた
4. 無意味だと思った 5. その他
6. 高校時代、英語の授業で AET または外国人教師に、平均どのぐらい習いましたか。
1. 毎時間 2. 週1回 3. 月2回 4. 月1回 5. 学期1回 6. 年1~2回 7. 無い
8. その他
7. AET はどこの国の人でしたか。
1. 米国 2. 英国 3. オーストラリア 4. カナダ 5. ニュージーランド 6. その他
8. 高校時代、AET の授業をどう思いましたか。
1. 楽しかった 2. 役にたった 3. 理解できた 4. いやだった 5. 難しかった
6. その他
9. JTE (日本人英語教師) と AET の協同授業はどうでしたか。
1. よく協力していた 2. 普通だった 3. あまり協力していなかった 4. AET 任せだった
5. その他
10. 高校時代、JTE と AET の協同授業について、どのように感じましたか。
1. 単独授業より楽しかった 2. 外国や異文化に興味をもった 3. 国際化を感じた
4. 無意味だと思った 5. その他
11. 中、高校時代と比較して、大学入学後の英語や英会話の授業についてどう思いますか。
1. 役に立つ 2. 楽しい 3. やさしい 4. 興味がある 5. 難しい 6. 興味がない
7. その他
12. 大学の英語や英会話の授業に関して、どういうことを望みますか。
1. 時間数の増加 2. 少人数クラス 3. 協同授業 4. 海外での短期語学留学
5. その他(具体的に)

Appendix 2

AET / ALT QUESTIONNAIRE

June, 1993

Name _____ (optional) Age _____ Nationality _____
Sex _____ Profession _____ Degree (Major) _____
The period you've worked as an AET/ALT in Japan
From 19 _____ to 19 _____ AND From 19 _____ to 19 _____
The school/organization you belong/ed to
_____ (prefecture, city, town, district, school) _____ Prefecture

PLEASE CIRCLE THE ANSWERS THAT ARE MOST APPROPRIATE FOR YOU :

1. I enjoy/ed working and living in Japan. a. b. c. d.
a. Most of the time. b. Sometimes. c. Seldom. d. Never.
2. I enjoy/ed teaching English/foreign language to Japanese students. a. b. c. d.
a. Most of the time. b. Sometimes. c. Seldom. d. Never.
3. I enjoy/ed team-teaching with Japanese teachers of English. a. b. c. d.
a. Most of the time. b. Sometimes. c. Seldom. d. Never.
4. I have/had difficulty/trouble communicating with Japanese students. a. b. c. d.
a. Most of the time. b. Sometimes. c. Seldom. d. Never.
5. I have/had difficulty team-teaching with Japanese English teachers. a. b. c. d.
a. Most of the time. b. Sometimes. c. Seldom. d. Never.
6. I am/was keenly interested in English language Education in Japan. a. b. c. d.
a. I agree. b. I agree somewhat. c. I disagree somewhat. d. I disagree.
7. The JET program is useful for improving teaching English in Japan. a. b. c. d.
a. I agree. b. I agree somewhat. c. I disagree somewhat. d. I disagree.
8. What have you found most frustrating while teaching Japanese students?

9. How beneficial have you found your AET/ALT experience?

10. What deficiency have you found in the JET program?

11. What does "internationalization" mean to you? (Continue overleaf, if necessary)

12. The JET program contributes to the "internationalization" of Japan. a. b. c. d.
a. I agree. b. I agree somewhat. c. I disagree somewhat. d. I disagree.
13. I contribute/d to the "internationalization" of Japan as AET/ALT. a. b. c. d.
a. I agree. b. I agree somewhat. c. I disagree somewhat. d. I disagree.
14. How do you think the JET program can be improved to meet the
"internationalization" of Japan?

Thank you very much for your cooperation.

Kazuko Miyashita