

THE TEN-YEAR HISTORY
OF JACET

The Japan Association of College English Teachers

1972

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The Japan Association of College English Teachers (JACET) has now reached its tenth year. It grew out of the University Section of the Institute for Research in Language Teaching (IRLT). The Section had an initial membership of less than thirty. In 1960 and 1961, as the membership increased, the feeling arose that the members of the Section should collaborate in investigating problems in teaching English in Japanese colleges and universities and in initiating overall research programs. Accordingly, the inaugural meeting of what was then called the Council on College English Teaching was held on November 9, 1962, with an attendance of one hundred forty. Later the organization was renamed JACET.

During the first five years, the major activities of the organization were the annual convention in autumn and the publication of the *JACET Report* containing the proceedings of those conventions. Since 1967, with the initiation of the JACET Summer Seminars under the auspices of the Fulbright Commission (USEC/J), the organization entered its expansion era and began its multi-dimensional activities, thanks to the young committee members most of whom came out of the ex-participants in the Summer Seminars. Since the first Summer Seminar the membership of JACET has almost doubled, and has been increasing particularly rapidly in the last three years. The event was indeed a spur to the enormous leap forward of the organization.

The following is a survey of several different projects JACET has undertaken in the ten years since its founding.

1. Annual Conventions

The meetings have regularly been held either in October or in November every year. The major topics taken up at those conventions are as follows:

The 1st Convention (1962):

Teaching English to freshmen and sophomores; training of productive ability; problems of entrance examinations; methods of English teaching for teacher training course

The 2nd Convention (1963):

Aims of college English teaching (cultural or practical?); how to use teaching material

The 3rd Convention (1964):

Some problems in college English teaching; cooperation between foreign and Japanese teachers; teaching English at junior colleges

The 4th Convention (1965):

How to improve entrance examinations

The 5th Convention (1966):

Problems of reading through translations; how to systematize college English teaching

The 6th Convention (1967):

Reinvestigation of the aims of college English teaching; problems of teaching materials

The 7th Convention (1968):

Goals and curricula of college English teaching; analysis of the current activities and the development plan of JACET

The 8th Convention (1969):

Problems concerning curriculum reform in college English teaching

The 9th Convention (1970):

How to improve English teaching at our own universities
The 10th Convention (1971):

English teaching in Japan—on cooperation between high school and college English teaching

The 11th Convention (1972):

[proposed topics] Should English courses be elective or required?; college English teaching in Japan from the viewpoint of foreign teachers

2. Seminars

A. Summer Seminars

Every year since 1967, thirty college English teachers have been selected from among many applicants and entitled to participate in the JACET Summer Seminar at the Inter-University Seminar House (Hachioji, Tokyo). The Seminar usually lasts for about three weeks during which visiting American lecturers as well as American Fulbright instructors live together with the participants. Throughout the period the official language remains English, and the participants attend lectures by the American scholars as well as those by Japanese scholars and other men of distinction, practise creative writing under the Fulbright instructors, and conduct small and large group discussions among themselves. This unique and immeasurably profitable project has so far been supported, in both finances and personnel, by the Fulbright Commission, the British Council, the Encyclopaedia Britannica Co., the Committee for Cooperation on English in Japan (CCEJ), the General Education Council of English Teaching (GECET), and the Commemorative Association for the Japan World Exposition.

The names of those visiting scholars and the major topics of their lectures are:

The 1st Summer Seminar (1967)

Professor W. Nelson Francis (Brown University):

Linguistics and the teaching of English

The 2nd Summer Seminar (1968)

Professor Albert C. Marckwardt (Princeton University):

English linguistics

Professor Curtis W. Hayes (University of Nebraska):

Linguistic analysis of literature

The 3rd Summer Seminar (1969)

Professors Charles S. Haynes and Leger Brosnahan (both Fulbright instructors then):

Controlled composition, pattern practice and pronunciation

The 4th Summer Seminar (1970)

Professor Douglas Stout (San Francisco State College):

Practical methods of language teaching

The 5th Summer Seminar (1971)

Dr. Everett Kleinjans (Chancellor, East-West Center University of Hawaii):

Language and culture learning

Professor Mark Lester (University of Hawaii):

Transformational grammar and TESL curriculums

The 6th Summer Seminar (1972)

Dr. John B. Carroll (Senior Research Psychologist, Educational Testing Service):

Psycholinguistics and testing

Dr. John B. Brownell (Deputy Chancellor, East-West Center; Chairman, CCEJ):

TEFL and language policy

Professor David McNeill (University of Chicago):

Psycholinguistics and language acquisition

Professor Douglas Stout (SFSC):

American literature

B. Autumn Seminars

In addition to the Summer Seminars, JACET has been holding Autumn Seminars to take advantage of opportunities to hear distinguished American scholars visiting our country for a short period:

The 1st Autumn Seminar (1969)

Dr. John B. Carroll (ETS):

Foreign language testing and language instruction

The 2nd Autumn Seminar (1971)

Professor Robert Lado (Georgetown University):

Language testing, language and thought, foreign language teaching, and applied linguistics

3. Publications

For the first six years since the establishment of the organization, the *JACET Report* (annual) published the proceedings of the convention held in the preceding year and the membership list, and from 1967, also the details of the Summer Seminar. The *JACET Report*, however, was replaced by the following two periodicals in 1969:

A. *JACET News*

JACET News (quarterly) made its first appearance in April of 1969. It was started in an attempt to inform all the members of JACET of the activities of their organization.

B. *JACET Bulletin*

JACET Bulletin (annual) contains the reports of JACET members' research in English teaching and its related fields. It also includes the interim report of the JACET-COLTD joint project (see below) every year.

C. *Critical Survey of Japanese University Entrance Examina-*

tions in English (Kaitakusha Publishing Co.) (annual)

A special committee of JACET evaluates some of the entrance examination problems at Japanese colleges and universities every year and puts the results into a book form. The series started in 1971 and are expected to continue in years ahead.

D. Other Publications

- a) *Lectures on English Language Testing and Teaching* by John B. Carroll (Taishukan Publishing Co., 1972)

This book contains not only a series of five lectures given by Dr. Carroll at the first Autumn Seminar (see above) but also his public lecture entitled 'What Next in English Language Teaching in Japan?' delivered a few days after the Seminar.

- b) A similar book containing a series of four lectures given by Professor Lado at the second Autumn Seminar (see above) is expected to be published in 1973.

4. JACET-COLTD Joint Project

The spirit of collective and cooperative research was initiated when a questionnaire concerning the present conditions of college English teaching in this country was distributed to all the members of JACET in 1968, with the results being published later in a mimeographed booklet entitled 'Report on the Initial Survey of the Present Situation of College English Teaching in Japan'.

Another cooperative project among the members was started in 1969 with a view to improving the effectiveness of Japan's English teaching. Since 1970, the project has been supported, both technically and financially, by the Council on Language Teaching Development (COLTD), which has been practising what they call the ITC (Intensive Training Course) method for college students and businessmen, and the survey has been ex-

tended to college students all over the country.

The topics of the project are the following:

- 1969-70: Development of Japanese college students' ability in the aural comprehension of English
- 1970-71: Analytical survey of aural comprehension ability at the college level
- 1971-72: Correlations among listening, reading, and writing
- 1972-73: Construction of a standardized oral comprehension test

5. Study Meetings

Since 1971, study meetings have been held in Tokyo with about thirty JACET members inviting guest speakers either monthly or bimonthly. Thus far, the guest speakers invited and the topics of their talk include the following:

Professor Paul Pimsleur (State University of New York at Buffalo):

Testing language aptitude

Professor Peter Milward (Sophia University):

Suggestions for the teaching of English in Japan

Dr. Everett Kleinjans (East-West Center, University of Hawaii):

Roles of the East-West Center

Professor Mark Lester (University of Hawaii):

Functions of the Hawaiian Curriculum Center and its cooperative relations with English teaching in Japan

Professor Peter Strevens (University of Sussex):

Applied linguistics and English teaching

In addition, meetings of a similar kind began to be held in 1971 by the JACET members teaching in and around the Kansai district (including such big cities as Kyoto, Osaka, and Kobe).

These meetings led to the establishment of the JACET Kansai branch in June of 1972.

6. Cooperation with Related Organizations

A large number of organizations in Japan are closely connected with English teaching. In order to minimize the overlapping of research activities and the consequent waste of human and material resources, JACET made a proposal to the most influential five of those nationwide organizations with headquarters in Tokyo area to hold informal assemblies in which one or two members from each organization could exchange information and opinions freely. The five cooperative organizations are as follows:

IRLT (Institute for Research in Language Teaching)

Zen'eiren (National Federation of Prefectural English Teachers' Organizations)

ELEC (English Language Education Council)

LLA (Language Laboratory Association)

COLTD (Council on Language Teaching Development)

Thus, since December of 1971, several informal meetings have been held, one of which should particularly be worthy of note. That was the July 25, 1972 meeting at the Hotel New Japan with Dr. John B. Brownell as honored guest. The CCEJ (Committee for Cooperation on English in Japan), of which Dr. Brownell is the chairman, kindly endorsed a fund for the formal cooperative meeting that is expected to be held in November 1972. It is earnestly hoped that, through this liaison conference, each organization will become aware of the activities of all the others and enable it to conserve its resources.