

Survey of Foreign English Teachers at Japanese Colleges and Universities

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ABSTRACT

Beginning in the fall of 1994 and continuing through the summer of 1995, a survey was conducted of foreign English teachers at Japanese colleges and universities. Using the Japan Association of College English Teachers directory for 1994 and 1995 as a database, about 250 questionnaires were mailed out to foreign English teachers around the country. The primary goals of the survey were to find out what sort of circumstances foreign English teachers were working under and to get information about what they perceived as problems with their teaching and/or working situations. Out of about 250 questionnaires mailed out, 102 replies were returned, 98 of which were received in time or had information to be entered into the database for this report.

THE INSTRUMENT

The questionnaire was developed in two steps. Early in the fall of 1994, I sent out 12 questionnaires to people who were likely to respond and who could provide feed-back about the questionnaire itself. Of these twelve, ten were returned to me with comments and suggestions for improving the questionnaire. Unfortunately, this beta-questionnaire was sent out to teachers who are in largely similar circumstances. This resulted in a section of the questionnaire being too general for useful extraction of information. Despite this flaw, other information was obtained which has proven to be interesting.

Along with the questionnaire, I sent a cover letter,

introducing myself and explaining the survey as well as guaranteeing the confidentiality of the respondents replies. I included my name card with my home address and phone number as well as my work address and phone number. I encouraged respondents to contact me if they had questions, and eight of the 100 respondents did, either by mail, fax or direct phone call. I also enclosed a stamped, self-addressed envelope for the questionnaire to be mailed back to me. I wanted to make it as easy as possible for teachers to respond to the questionnaire.

The questionnaire consisted of five pages of questions and is reproduced below in its entirety.

QUESTIONNAIRE

ABOUT YOU AND YOUR POSITION

School's name _____

What is your nationality? _____

How old are you? _____ Are you FEMALE MALE?

What is your highest level of education and area of specialty?

Are you married? YES NO

If YES, are you married to a Japanese? YES NO

Do you have children? YES NO

Going to Japanese school/kindergarten? YES NO

How long have you lived in Japan? _____

How long have you been at your present school? _____

How is your oral/aural Japanese? _____

- a. fluent: can understand and use Japanese effectively in academic settings
- b. very good: can understand and use Japanese in almost all academic settings
- c. good: can understand and use Japanese in academic settings with occasional lapses
- d. can get around: cannot understand or use Japanese much academically, but almost every other situation is OK

- e. weak: cannot understand or use Japanese for any but the most elementary purposes
- f. almost zero: almost zero/zero

How is your literacy in Japanese? _____

- a. fluent: can read and write with no problem
- b. very good: can read and write but need a kanji dictionary or a word processor
- c. good: can read many things but require a word processor or heavy dictionary use to write
- d. can get along: can read most of the important notices that come around but don't read for fun. Rarely write in Japanese
- e. weak: cannot read much more than menus and simple instructions. Never write in Japanese
- f. almost zero: almost zero/zero

How many years of teaching experience do you have?

How many of these years are at the university level in Japan?

What is your official job title? (for example: sennin kyoushi, or gaikokujin kyoushi)

What is your position? (professor, lecturer, etc.)

Is your school a private school? YES NO

Are you on a contract? YES NO

If YES, is the contract renewable? YES NO

If YES, how many times? _____

How long is your visa valid between renewals? _____

How would you rate your job security? _____

- a. high: I cannot be fired except for gross abuse, and I can work until retirement
- b. good: I cannot be fired except for gross abuse, and I know I can work for many years if not until retirement
- c. fair: I am not likely to be fired, and I can work for a determined number of years

- d. poor: my position's security is not clear and could change within a year or two

How do you feel you are treated by the institution where you work? _____

- a. I am treated just like Japanese faculty members with minor differences such as translation of memos or help with taxes or visa processes
- b. I am basically treated just like Japanese faculty members, but I do get some special perks such as paid trips home, or special housing allowance
- c. I am treated just like Japanese faculty members in terms of my work, but my salary and other benefits, such as housing or research money, are calculated on a different basis.
- d. my work load is different from that of Japanese faculty members, but my pay and benefits are on the same scale as theirs.
- e. My work load and/or schedule and my salary scale and perks are completely different from those of Japanese faculty members
- f. other (please specify) _____

What is your salary paid by your school per year? _____

- a. more than ten million yen
- b. 9-10 million
- c. 8-9 million
- d. 7-8 million
- e. 6-7 million
- f. 5-6 million
- g. less than 5 million

How did you get your position? _____

- a. introduction by someone working in the school
- b. introduction by someone outside of the school
- c. sending a résumé "out of the blue"
- d. sending a résumé as a result of a "position available" notice
- e. working part-time at first and moving into a full-time position

f. other (please specify) _____

Where were you when you were hired? Japan Abroad

How often do you travel/plan to travel back to your home country? _____

- a. at least twice a year
- b. once a year
- c. about every two years
- d. not very often

How many classes do you teach per week (in 90-min. units)

Are you a member of any committees? YES NO

If YES, what committees? _____

If YES, how would you describe your level of participation?

- a. I am as active a participant as anyone else on the committee
- b. I am not the least active participant
- c. I am the least active participant, but I do participate
- d. I am largely a spectator

Overall, how would you rate your quality of life in Japan?

- a. very high
- b. high
- c. good
- d. fair
- e. poor

How would you describe your feelings about your work at your school? Circle as many as apply.

- a. I am very happy with the teaching and the relations I have with students and other faculty members
- b. I like the work environment, the students and/or the other faculty members, but much of the teaching is not rewarding in itself
- c. the teaching is interesting
- d. my relations with other faculty members are distant
- e. my relations with students are distant

- f. the money is good
- g. the money is not so good
- h. I generally try to get away during holidays
- i. I usually go to school on days when I don't have classes
- j. I usually go to school only on those days when I have classes
- k. I enjoy doing research
- l. I enjoy living and working in the Japanese environment more than the actual teaching
- m. I don't enjoy the job very much
- n. other (please specify) _____

ABOUT YOUR SCHOOL'S ENGLISH PROGRAM

How would you describe the coordination between non-Japanese and Japanese teachers in terms of instruction and content of their respective classes? _____

- a. close coordination: regular meetings to coordinate class instruction and content
- b. some coordination: occasional meetings to discuss if not coordinate class instruction and content
- c. little coordination: some informal discussion of class instruction and content
- d. no coordination: no contact between non-Japanese and Japanese teachers of English to coordinate instruction and content of classes

How would you describe the coordination among non-Japanese teachers in terms of instruction and content of their respective classes? _____

- a. close coordination: regular meetings to coordinate class instruction and content
- b. some coordination: occasional meetings to discuss and/or coordinate class instruction and content
- c. little coordination: some informal discussion of class instruction and content
- d. no coordination: no contact to coordinate instruction and content of classes

Does your school place students in their English classes by level? YES NO

If YES above, how do they place them? _____

- a. placement is done for all four skills (reading, writing, listening, speaking/grammar) respectively, and students are divided by level in respective skill areas
- b. placement is done for all skills combined and students are divided by level regardless of what year they are in school
- c. placement is done for all skills combined and students are divided by level within a college year group (i.e. freshmen students cannot take third-year or "higher" English classes)
- d. other (please specify) _____

What classes do you teach? Circle as many as apply.

CLASS TYPE	NUMBER OF SECTIONS	#OF Ss/SECTION
a. "conversation"/oral English	_____	_____
b. current English	_____	_____
c. language lab	_____	_____
d. "general oral English" [総合英語]	_____	_____
e. English expression	_____	_____
f. seminars in literature	_____	_____
g. seminars in linguistics	_____	_____
h. elective courses in literature	_____	_____
i. elective courses in linguistics	_____	_____
j. other _____	_____	_____

Do you select all the materials for your classes? YES NO

If NO, who selects them for you? _____

Is your teaching evaluated? YES NO

If YES, by whom? Circle as many as apply.

- a. students, but I receive no information about the evaluation
- b. students, and I receive the results of the evaluation
- c. teachers, but I receive no information about the evaluation

- d. teachers, and I receive the results of the evaluation
 - e. administrators, but I receive no information about the evaluation
 - f. administrators, and I receive the results of the evaluation
 - g. other (please specify) _____
-

Are you an official advisor of any club? YES NO

If YES, which club(s)? _____

How would you evaluate your outside of class contact with students? Circle as many as apply.

- a. hold regular office hours and students often visit (at least two students/week)
- b. hold regular office hours but students visit less often than above
- c. hold regular office hours but students rarely visit
- d. meet students at least once a month outside of class for socializing
- e. meet students a few times a year outside of class for socializing
- f. participate in student activities such as the college festival
- g. don't have much contact with students outside of class

IF YOU KNOW

How many students are there at your school? _____

How many teachers of English are there at your school (Japanese included)? _____

How many part-time non-Japanese English teachers are there at your school? _____

How many full-time non-Japanese English teachers are there at your school? _____

How many English classes are students required to take in their first year? _____

Second year? _____ Third year? _____

Fourth year? _____

How many of these are taught by native speakers of English?

First year? _____

Second year? _____ Third year? _____

Fourth year? _____

How many electives in English language classes are available?

First year? _____

Second year? _____ Third year? _____

Fourth year? _____

What is the format of oral English classes?

45 min./2X week 90 min./1X week

Other (please specify) _____

Are students required to take a second foreign language?

YES NO

COMMENTS

Could you write a few lines about what changes you think would make the most difference to the performance of your job or the development of your work environment? Any other comments would also be helpful.

EXPLANATION

The first part of the questionnaire focused on questions about the status and life of the respondents. Most of these inquiries were fairly straight forward, though some respondents failed to give their school names or their ages. Some expressed concern about the confidentiality of the results of the questionnaire, worrying that perhaps their negative comments would be printed alongside the name of the school where they are working, thereby prejudicing their positions there. Confusion about the difference between official job title and position was also noticeable. With the first question, I was attempting to find out whether the respondents were hired in the same way as Japanese teachers are hired or in some other special capacity. In asking the second question, I was interested to know what level of position the respondent had risen to: full professor, associate professor, lecturer, assistant or some other special status.

In the question about how the respondents feel they are treated by the institutions where they work, so many crossed

out the “minor differences” part or specifically said that they were treated exactly like Japanese faculty, that I changed the data entry for this item to read, “treated just like Japanese faculty members with perhaps minor differences...” so as to be able to include them in the results. A number of respondents failed to answer the question about salary (10 of 98). In retrospect, it might have been better to further subdivide the “a” category into 10 – 12 million, 12 – 14 million and 15 million or more.

In the section “About Your School’s English Program,” my questions about class type, number of sections and number of students per section were unfortunately inadequate to generate much useful data. There were many more types of classes than I covered in my list, and many respondents seemed not to understand what I meant by NUMBER OF SECTIONS and “#ofSs/SECTION.” Many seemed to interpret it to be asking how many sections of each class were available. Some would say that their teaching load was six classes per week, for instance, but then put a figure such as 11 in the number of sections part of the questionnaire. A number of respondents seemed unclear about the abbreviated form of the question, “How many students are in the sections of the classes you are teaching:” “# OF Ss/SECTION.” Regrettably, even among those who did respond, there was often considerable variation among sections of the same class. This meant that they could not effectively answer the question using the spaces I had provided.

In answer to the question on office hours, I received criticism from some colleagues from the UK for my “American orientation.” They claimed that in the UK regular office hours are not a normal part of the academic scene as they are in the US. Therefore, they were unable to answer the questions effectively. Often they would simply edit the questions to fit their circumstances, making data entry under that category difficult or impossible.

The section entitled “If You Know” was intended to gather information about the size of the respondent’s institution

and the size of the English language programs. Unfortunately, the questions related to how many English courses students were required to take or were offered as electives failed to discriminate among majors. This was a failure of the beta-sampling as I did not send out enough questionnaires to generate the large variation in answers that the final survey did. This resulted in information that could not be easily entered into the database or analyzed in a useful manner.

THE RESULTS

Total questionnaires sent out: about 250

The actual mailings were done by students at Keiwa College, and they did not know that they were supposed to keep an accurate count at first, resulting in an “about 250” figure for the survey.

Respondents: 98 (entered into database)

male: 74

female: 24

Nationality	Age	Education*
USA: 77	20s: 3	BA: 8
UK: 12	30s: 31	BS: 1
Australia: 3	40s: 40	MA: 58
Canada: 2	50s: 13	MS: 5
New Zealand: 1	60s: 7	Ph.D.: 22
Ireland: 1	70s: 2	PGCE [†] : 1
Holland: 1		ABD: 1
Austria: 1		No college degree: 1

*Some people did not enter a degree; others have more than one degree and were counted twice.

[†]I am unclear as to what this abbreviation stands for.

Married	Japanese spouse	Children	Japanese school
yes: 64	yes: 51	yes: 46	yes: 33
no: 32	no: 12	no: 49	no: 11
			y/n: 2 [‡]

‡for example: younger child at Japanese school; older child at international school

Years in Japan

5 or less: 14

6~10: 21

11~15: 31

16~20: 16

21~25: 8

26~30: 2

more than 30: 6

Years at the school

5 or less: 62

6~10: 23

11~15: 7

16~20: 2

21~25: 2

26~30: 1

more than 30: 1

Teaching experience

5 or less: 4

6~10: 17

11~15: 25

16~20: 31

21~25: 7

26~30: 3

more than 30: 10

Teaching at Japanese universities

5 or less: 34

6~10: 28

11~15: 19

16~20: 5

21~25: 6

26~30: 1

more than 30: 4

Japanese speaking proficiency

fluent: can understand and use Japanese effectively in academic settings: 15

very good: can understand and use Japanese in almost all academic settings: 13

good: can understand and use Japanese in academic settings with occasional lapses: 24

can get around: cannot understand or use Japanese in academic settings, but almost every other situation is OK: 36

weak: cannot understand or use Japanese for any but the most elementary purposes: 8

zero/almost zero: 2

Japanese literacy proficiency

fluent: can read and write with no problem: 4

very good: can read and write but need a kanji dictionary or a word processor: 20

good: can read many things but require a word processor or

heavy dictionary use to write: 11

get along: can read important notices that come around, but don't read for fun. Rarely write in Japanese: 30

weak: cannot read much more than menus and simple instructions.

Never write in Japanese: 24

zero/almost zero: 9

Job title

Position

School type

sennin kyoushi

professor: 28

private school: 87

(tenured teacher): 75

assoc. professor⁺: 33

public school: 11

gaikokujin kyoushi

lecturer: 32

(foreign teacher): 10

assistant: 1

other: 5

⁺This is a rendering of the Japanese 助教授 which literally means "assistant professor." Since assistant professors in the US do not often have tenure which most people of this rank do have in Japan, I have translated it as "associate professor."

Job security

high: cannot be fired except for gross abuse, and can work until retirement: 52

good: cannot be fired except for gross abuse, and can work for many years if not until retirement: 28

fair: not likely to be fired, and can work for a determined number of years: 11

poor: position's security is not clear and could change within a year or two: 5

Institutional relations

treated just like Japanese faculty with perhaps minor differences such as translation of memos or help with visa, taxes etc.: 59

basically the same as Japanese faculty with some special perks such as paid trips home or special housing allowance: 2

work is the same as Japanese faculty but salary and other benefits such as housing or research money are calculated on a different basis: 4

work load is different from Japanese faculty, but pay and benefits are the same: 10

work load and salary scale and perks are completely different from Japanese faculty: 10

other: 11 (includes: same as Japanese but won't become department head or cannot get housing allowance because husband is considered main "bread winner")

Salary

more than 10 million yen per year: 15

9 to 10 million: 11

8 to 9 million: 7

7 to 8 million: 15

6 to 7 million: 23

5 to 6 million: 13

less than 5 million: 4

How hired

introduction by someone in the school: 46

introduction by someone outside the school: 19

sending a résumé "out of the blue": 2

sending a résumé as a result of a "position available" notice: 11

working part-time at first and moving into a full-time job: 12

other: 5 (includes: hired under faculty exchange or "cold calling out of the blue" with good references)

Hired in Japan

yes: 75

no: 22

How often go home

at least twice a year: 9

once a year: 52

about every two years: 24

not very often: 10

How many classes/week in 90-minute units

1 class/week: 0 7: 19

2: 0 8: 18

3: 2 9: 4

4: 6 10: 2

5: 7 11: 0

6: 38 12: 1

On committees

yes: 79

no: 19

Participation

as active as anyone else: 47

not the least active: 14

least active but do participate: 9

largely a spectator: 4

Quality of life in Japan

very high: 21

high: 34

good: 33

fair: 6

poor: 0

Feelings about work (can select more than one)

very happy with teaching and relations with students and other faculty: 48

like work environment and students/faculty, but teaching is not rewarding in itself: 37

teaching is interesting: 24

relations with other faculty are distant: 17

relations with students are distant: 8

money is good: 56

money is not so good: 8

try to get away on holidays: 22

usually go to school when don't have classes: 39

only go to school on days of classes: 33

enjoy doing research: 61

enjoy living and working in Japanese environment more than actual teaching: 15

don't enjoy the job very much: 1

other: 36 (includes: difficulty with being a minority – female and non-Japanese; or being told that one does not understand the Japanese way when there is a problem.)

Coordination between non-Japanese and Japanese teachers

close coordination: regular meetings to coordinate instruction and content: 3

some coordination: occasional meetings to discuss if not coordinate

instruction and content: 32

little coordination: some informal discussion of instruction and content: 28

no coordination: no contact between Japanese and non-Japanese English teachers to coordinate: 27

Coordination among non-Japanese teachers

close coordination: regular meetings to coordinate instruction and content: 10

some coordination: occasional meetings to discuss if not coordinate instruction and content: 36

little coordination: some informal discussion of instruction and content: 26

no coordination: no contact between Japanese and non-Japanese English teachers to coordinate: 16

Placement

yes: 25

no: 69

How placed

placement done for all four skills respectively, and students are divided by level in respective skill areas: 1

placement is done for all skills combined, and students are divided by level regardless of what year they are in school: 3

placement is done for all skills combined, and students are divided by level within a college year group (i.e. freshmen students cannot take third year classes): 11

other (includes: placement for first year only; only for one class; only for speaking skills with listening test!): 8

Select own materials Teaching evaluated

yes: 90

yes: 24

no: 8

no: 73

How evaluated

by students, but receive no information about evaluation: 4

by students, and receive information about evaluation: 14

by teachers, but receive no information about evaluation: 2

by teachers, and receive information about evaluation: 0

where he received my questionnaire for between six and ten years and got the job while he was in Japan through an introduction by someone in the institution. He has from sixteen to twenty years of teaching experience with less than half of those at a Japanese university or college. He is tenured and has already reached the level of associate professor.

His Japanese speaking proficiency is good enough to “get around” but he cannot generally keep up in academic settings. His reading and writing skills are less advanced.

The “typical” respondent has high job security at his institution and is treated essentially the same as Japanese faculty by the institution where he works. His salary is between 6 and 7 million yen per year for which he teaches six ninety-minute classes per week in addition to committee responsibilities in which he is as active a member as anyone else on the committee.

He considers the overall quality of life in Japan to be high, and is generally very happy with teaching and the relations he has with students and other faculty members, though sometimes the teaching may not be as rewarding as he would like (37 of 98). He likes to do research.

In his institution's English language program, there is generally little or no coordination between non-Japanese and Japanese teachers, and only slightly better coordination among the non-Japanese teachers. His institution does not place students by level in its English language program, so most, if not all of his classes are mixed levels. His oral English classes meet once a week for ninety minutes. He selects materials for his classes, but his teaching is not evaluated by anyone. Students at his institution are required to take a second foreign language.

He is probably not an official advisor to a college club, but he holds regular office hours and has at least two students visiting him each week. He probably also meets students at other than class times a few times per year and usually attends activities such as the college festival.

Apart from the personal information and what it reveals

about “typical” respondents, one of the more interesting results of the survey was that there seems to be little change going on in English language curricula at the college or university level. This was reflected not only in the data, but also in the comments that many respondents made. One of the more commonly expressed comments was that there was so little change or potential for change in English language curricula, and that it was frustrating for those who wrote comments of this sort that they had so little say or influence over the course of curriculum development – this in spite of active involvement on committees (see above). This could be a factor related to the types of committees respondents were typically involved with. International Affairs, International Relations or International Exchange committee membership was the largest block with 30 respondents writing that they were members of such a committee. The next largest block was the Entrance Exam committee with eighteen respondents involved. A data search for membership in any committee with “curriculum” as a part of its name, for example, resulted in a group of only twelve respondents. Out of the total of 98 respondents in the database, this number is less than thirteen percent. This lack of foreign members on key committees that deal with curricular issues may be a factor in the apparent lack of change in English language curricula.

The data supports this lack of change in English language curricula by the statistics associated with placement, teacher evaluation, coordination among teachers, and the weekly number of meeting times and number of hours for oral English classes. Since most respondents said their institutions did not place students by level (69 of 98), we can conclude that the traditional mixed-level classes are still the norm at most schools. Even among those institutions that do have placement procedures, respondents often put the word “placement” in quotes or wrote additional comments suggesting that the placement procedures were less than effective. The lack of teacher evaluation procedures (only 24 out of 98 are evaluated), and little or no teacher

coordination (55 of 98 between Japanese and non-Japanese; 42 of 98 among non-Japanese teachers) also suggests that little has changed over the years in Japanese university-level English education. Teachers select their own materials (90 of 98) and generally seem to be able to “do their own thing” without regard to whether broad curricular goals are being achieved or whether students are finding the lessons effective or interesting. Finally, the fact that the overwhelming majority of oral English classes are still taught on the traditional once-a-week, 90-minutes-per-class basis (71 of 98) suggests that little has changed in how classes are conducted.

A common theme among the comments was a desire for more coordination and effective placement procedures. Smaller classes were also often at the top of the respondents' wish lists, further suggesting that there is considerable room for progress in English language programs at the university level in Japan.

Effective evaluation of the survey results is hedged because of the uncertainty about whether or not the sampling is representative. In extracting data about quality of life or personal attitudes towards the job and the institution, one gets the impression of an actively engaged, fairly optimistic population. Because less than half of the questionnaires sent out were returned, one cannot help but wondering if there was a certain self-selection process at work. In other words, it could well be that the optimistic, actively engaged individuals profiled above were the only ones who responded to the questionnaire. Depressed, isolated and otherwise disengaged individuals may have been disproportionately among those who simply “round filed” the questionnaire.

Among the responses, there were two which came back blank with comments. Although these were not included in the database, it is worth noting that two individuals sent the questionnaires back without responding to the questions. One respondent said that s/he sensed the direction my research was going in, and liking things the way they were was not going to

respond to the questionnaire. The other “blank” respondent questioned the utility of the research and suggested that my membership in the Japan Association of Language Teaching should be revoked since my research had nothing to do with teaching. Crank responses notwithstanding, there is no way to evaluate how representative the sample is. That having been said, however, we can draw conclusions about the 98 different individuals who did respond and the implications that their circumstances have in terms of English language education.

In terms of how many schools are represented, the database reveals that fourteen respondents failed to include the name of their institutions. Of the remaining 84 respondents thirteen come from five different schools while the remaining 71 are all from different colleges or universities. This means that at least 76 institutions of higher learning are represented in the sample. Seen alongside the number of colleges and universities in the country, 834,¹ the number of institutions represented in the survey seems barely representative, especially when the balance of private and public colleges and universities described by the respondents is so different from that of the nation at large. The survey brought 87 replies from private institutions and only 11 from public schools. The national balance is 357 private and 477 public.² This skewing of the national balance in private and public institutions may be an artifact of the JACET directory which was used as the address-base for the mailings of the questionnaires. Public colleges and universities do not usually hire foreign staff on a tenured basis, but rather on a contract basis – often not renewable. This means that those who are teaching at public institutions may not be in Japan long enough to become members of professional organizations or that because of their short tenure here may not even know about professional organizations such as JACET.

CONCLUSION

The most important conclusion that can be drawn from the results of the questionnaire is that more progress needs to be made in “professionalizing” English education in Japan at the college and university level. The mixed level, large class, once-a-week type of classroom environment is simply not up to the task of providing the amount and variety of lessons that students need to make genuine progress in acquiring the language. Effective coordination among teachers – both foreign and Japanese – in establishing goals and developing a focused curriculum is another area where expansion could prove beneficial towards giving Japanese college and university students the tools necessary to improve their English skills. Japanese students at this level have reputations for not putting much effort into their studies. Part of this may well be due to the fact that the studies themselves lack focus and do not really offer opportunities for much improvement regardless of individual student effort. Foreign teachers need to get involved in curricular issues as much as possible and bring their expertise and training to the still “undeveloped world” of English education in Japanese colleges and universities. Their enthusiasm and eagerness to participate as is shown by responses to the questionnaire could have an important effect in remedying some of the pervasive problems in English education at that level.

NOTES

1. The Association International Education, Japan, *Japanese Colleges and Universities 1989* (Tokyo: Maruzen Publishing Co.,Ltd., 1989) p.xiii.
2. Ibid.