

Research on Foreign Language Teaching in North America: The University of California at Los Angeles and the University of Hawaii at Manoa.¹

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I . Introduction.

The authors visited two American Universities in order to accomplish several goals. In general, to establish a successful language center at Hiroshima University, we were interested in learning about how the University of California at Los Angeles (UCLA) and the University of Hawaii (UH) provided foreign language training on their campuses. Specifically, we were interested in six main areas: 1) Program Management; 2) Evaluation and Testing; 3) Research, Development and the Curriculum; 4) Personnel; 5) Facility Operations, and; 6) Finances.

In this report, we review the language training programs set up for non-matriculated students at UCLA, which has arguably the largest continuing education program in the United States, and at UH we chose to review the language training programs set up for the regularly enrolled university students. In this way we were able to achieve a balance between on-campus and off-campus needs and service delivery, as well as gain insights into how these services were provided. Further, though both universities offered a variety of different foreign language training programs for many of the world's languages, we decided to primarily focus on the programs that were related to the teaching of English as a second, or foreign, language.

Following a discussion of specific language training programs at the two universities, we offer some suggestions for ways to develop our own foreign language research and training center at Hiroshima University, while taking care to recognize that the scope and resources of our center are significantly less than either of the two American universities described in this study.

II . The University of California at Los Angeles: UCLA Extension.

The UCLA Extension offers several programs related to foreign language education and research. These include foreign language programs in 14 different languages, programs on interpretation and translation, and several English-as-a-second language programs. All programs are open to all interested people, both from America and abroad. It is not required for Extension enrollees to be admitted to UCLA for the purpose of studying in any of the extension courses. All programs are fully self-supporting, and do not rely on funding support from the University. In other words, all programs are funded directly by UCLA Extension tuition revenues. This includes funding for staff, and other administrative costs, as well as for building and maintenance expenses.

II. 1. Foreign Language Training.

Foreign language training includes instruction in Arabic, Cantonese, Chinese, French, German, Italian, Japanese, Korean, Latin, Persian, Portuguese, Russian, Spanish and Swedish. Courses are usually offered either in the evenings or on weekends, and are all taught by instructors who minimally hold Masters degrees in the language. All language offerings include at least elementary level courses and most offer intermediate and advanced instruction as well. Most of the courses (even Latin!) focus on developing spoken language skills. In addition, there are a few specialized courses, such as Japanese Folklore, Sounds of Brazil, and *Civilización de la Península Ibérica*, which deal with cultural and social aspects of the peoples represented by the foreign languages. Further, there are some courses which are offered intensively, usually as review, and may be concluded in as little as a two-day weekend seminar, or over a period of several weeks. In addition to the course offerings, extension students are encouraged to use the UCLA Instructional Media Laboratory for self-directed study with multi-media computer terminals and other audio and visual equipment.

II. 2. English as a Second Language.

The American Language Center (ALC) offers a variety of English as Second Language courses to satisfy a great number of diverse needs and clientele. Program options include: Daytime intensive programs in both practical and academic English; part-time evening courses with variable focus, including conversation, grammar, accent-reduction, and business English; and specially designed programs such as English for Special Purposes (for intensive training in banking English, or medical English, to name just two examples). Most evening courses and summer weekday programs are held on the UCLA campus, while the full-time fall, winter and spring weekday classes are held at the Extension Linbrook Center, a new facility in Westwood, the community adjacent to UCLA. The academic, practical and part-time evening courses all offer the courses as both credit and non-credit courses.

The ALC is managed by one full-time overall director, who answers directly to the Dean of Continuing Education, and two program coordinators who divide up the chores of overseeing the academic and practical English programs. All three hold M.A. or Ph.D. degrees in fields relevant to English language education. At the time of this writing, UCLA Extension was in the process of conducting a search for a second full-time overall director to better meet the demands of this very large language training center. The directors and coordinators are supplemented by various clerical and administrative staff, at least half of which are native speakers of languages other than English. There are ten full-time core instructors, and as many as 80 part-time instructors during peak enrollment periods such as during the summer. During the peak periods, clerical staff is also increased accordingly.

There are no teaching assistants, all part-time instructors hold at least an M.A. degree in fields related to English language education, and most are employed full time at other institutions in the Los Angeles area. Further, there is no language research, or material development, that is supported by specific programs at the ALC other than what individuals

do on their own time. The staff, therefore, are employed specifically for instructional purposes only, and are not expected to undergo research and development initiatives as part of their job requirements (though of course they are free to pursue such activities on their own).

The curriculum, texts and course materials are not completely standardized, though there are written guidelines for the basic curricula used in the different programs. The feeling here is that the individual instructors should not be required to rigorously employ materials, styles and methodologies that may be unsuitable for the given class, or for the instructor's own abilities and sensibilities. It was pointed out that many instructors have in fact had their own texts published, and those that have use them in their own classes. Finally, since the exact needs and skills of students in any given class is not known until the first day of class, the most common form of text was one that was assembled from a variety of different sources in the form of reprints and copies that were then gathered together by the instructors, and given to the UCLA Academic Publishing Center and published as a set of bound course materials. The Academic Publishing Center takes on the responsibility of obtaining copyright permission from the original publishers of the adapted materials, and is close to one hundred percent successful in gaining these permissions since the materials are being used for educational purposes by a widely recognized institution of higher education.

Finally, the ALC enjoys informal sister-school relationships with several universities around the world, including Waseda University and Kanda Foreign Languages University, in Japan, where students from these schools come individually or as a group to participate in the various programs offered by the ALC. The director expressed an interest in developing a similar relationship with Hiroshima University. Placement tests are administered on the first day of almost every course. Below, the basic programs offered by the ALC are described in some detail.

II .2. a . Academic Intensive English Program.

These are daytime courses of between six and 12 weeks duration held during each of the four quarters (Fall, Winter, Spring and Summer). These courses focus on several different types of skills, including reading, writing, listening, speaking, grammar, and TOEFL preparation. They are designed for students hoping to later enroll in academic or vocational programs, either at UCLA or elsewhere. Classes are held five days per week, for between three and five hours per day, for a total of 23 instruction hours per week. The student-to-teacher ratio is maintained at no more than 20 students to one teacher. Dormitory housing, during the summer only, is available for those students coming from outside of the Los Angeles area, including students from foreign countries such as Japan.

II .2. b . Practical English Program.

These are daytime courses of between three and four weeks duration held during each of the four quarters. These courses focus primarily on developing listening and speaking skills, but also include reading, writing, grammar, and TOEFL preparation. They are designed to

address both everyday and professional communication. Typically, students who enroll in these courses are preparing themselves to seek admission to a regular university program, or to develop their professional skills in order to qualify for certain jobs. Classes are held four days a week for a total of 20 hours of instruction per week.

II .2 .c. Part-Time Evening Program.

These are evening courses of 10 weeks duration held during each of the four quarters. These courses focus on a variety of skills, including conversation, grammar, accent-reduction, and business English. Each evening class is three hours long, and is held four days a week for a total of 12 instructional hours per week. Students in this program are similar to those in the daytime practical English program (preparing for college admission or job searches) with the exception that many of these enrollees are already working full-time during the day. Course levels range from beginning to advanced.

II .2 .d. Specially Designed Programs.

On occasion, the ALC will design and implement a program in order to meet the specific needs of clients. Usually, an organization will contact the center, discuss their needs and objectives with the director, and ask that the director set up a viable language training program that serves the client's specific needs. In the past, the ALC has designed such programs for Japanese organizations including bankers, nurses, and travel agency representatives. Most of these specially designed programs include intensive daytime language training, usually for three hours in the morning, followed by various optional tours and cultural activities which take full advantage of the extensive offerings in the Los Angeles area. These intensive combined study-and-pleasure programs usually last between four and six weeks, and normally are conducted during the summer quarter.

II .2 .e. Professional Preparation Programs.

There are a variety of English for Special Purposes courses, including Pronunciation for Speech Improvement for Foreign-Born Professionals, Business English for Non-Native Speakers, Preparing for the TOEFL, and Advanced English for Certificate Preparation (which prepares students to successfully complete UCLA Extension Certificate programs, such as the Certification for Legal Interpretation and Translation for Court Interpreters program).

In addition to these courses, the UCLA Extension also offers Certificate Programs in Teaching English to Speakers of Other Languages (TESOL), and in Teaching English as a Foreign Language (TEFL). Candidates who successfully complete either program are awarded a Certificate of Completion by the Dean of UCLA Extension. The TESOL Certificate Program is designed to prepare individuals for a career in teaching English as a Second Language and meets the requirements established by the State of California Commission on Teacher Credentialing for English as a Language Supplementary Authorization on multiple- and single-subject teaching credentials, and prepares one for the Cross-

Cultural Language and Academic Development (a secondary education benchmark in California). The TEFL Certificate Program provides preparation for individuals who intend to teach English internationally. This program is suitable for those who wish to teach abroad, or who are non-native speakers of English, and who wish to teach English in their native countries. The TESOL program requires successful completion of 28 quarter units related to English language education and linguistics (where one course is typically worth three quarter units), and the TEFL program requires approximately half of this (16 quarter units).

III. The University of Hawaii at Manoa: College of Languages, Linguistics and Literature.

At the University of Hawaii, we focused specifically on programs primarily set up for matriculated students of the University. We found that there is a large number of very diverse departments and programs operating at UH, all related in some way or another to language education and/or research. The various UH departments and programs include: East Asian Languages and Literatures; English; English as a Second Language; European Languages and Literature; Hawaiian and Indo-Pacific Languages and Literatures; Interpretation and Translation Studies; and Linguistics. In total, more than 26 foreign languages are taught in five different departments in the college.

In this report we describe the various programs administered directly or indirectly by the Department of English as a Second Language. These programs include the Second Language Teaching and Curriculum Center (SLTCC), the National Foreign Language Resource Center (NFLRC), the Language Telecommunications, Resource and Learning Center (LTRL), the English Language Institute (ELI) and the Hawai'i English Language Program (HELP).

III. 1. The Department of English as a Second Language.

The Department of English as a Second Language has fifteen full-time professors, all highly regarded in the field, and all holding field-relevant Ph.D.s. In addition, there are seven other professors in related departments which teach graduate courses for the Department of ESL. The Dept. of ESL offers two Bachelor degrees in ESL (one a general BA and the other a Bachelor of Education degree). At the graduate level, an M.A. degree is offered in English as a second language, and a Ph.D. degree is offered in second language acquisition (the latter of which is an interdisciplinary degree). The department has modern multi-media facilities and significant library resources. The degree programs are designed to prepare students for professional careers in the field of second/foreign language education. They are exposed to teaching methodologies, teacher training, materials preparation, curriculum/syllabus design, program administration and research.

The core requirements of the M.A. program are the successful completion of nine required courses and four electives and/or thesis research. At the Ph.D. level, there are four areas of specialization: 1) second language analysis; 2) second language learning; 3) second language use, and; 4) second language pedagogy. Students are expected to complete up to six

upper level graduate courses before they are eligible to take the comprehensive written and oral examination, which must be passed before going on to write a dissertation. Most students are also required to complete a practicum of teaching English as a second/foreign language in an actual classroom situation for a period of at least six months. This practicum may in fact, by special arrangement, be performed off campus, and potentially, in a foreign location, such as at Hiroshima University.

One of the professors in the Department of ESL also oversees two ESL training programs: The English Language Institute (ELI) and the Hawai'i English Language Program (HELP).

III.1.a. English Language Institute (ELI).

The ELI is set up to provide English language training to non-native speakers of English who are undergraduate or graduate students enrolled at the University of Hawaii whose language skills are not yet sufficient to maintain an ordinary course of instruction in the regular university academic programs. Students who score below 600 on the TOEFL are required to enroll in ELI courses; they must complete their ESL preparation courses within their first year of study at UH, and before they are allowed to take any regular academic classes. These courses are taken for credit, and are administered by one full-time coordinator. Most of the instructors are part-time professionals with advanced degrees in English language education-related majors. Special tuition fees are assessed for these courses, but program viability is essentially ensured by the College.

III.1.b. Hawai'i English Language Program (HELP).

The HELP is set up for matriculated (and non-matriculated) students who wish to improve their English language proficiency (speaking, listening, reading and writing). It is primarily set up for students who are later planning on enrolling in an academic or vocational training program, or who have business and other professional needs. Courses include TOEFL preparation. There are four 10-week sessions held on a quarterly basis. These are non-credit courses, and are coordinated by one full-time administrator. Most of the instructors are part-time professionals with advanced degrees in English language education-related majors. This is a self-sustaining program funded directly by tuition revenues.

III.2. Second Language Teaching and Curriculum Center (SLTCC).

The SLTCC provides support for the general purpose of improving language instruction for all foreign languages taught in the College of Language, Linguistics and Literature. The SLTCC generally addresses several areas of language teaching, including methodologies, curriculum and materials design, assessment, and faculty and teaching assistant training and development. Specifically, four main areas are currently covered by the SLTCC; 1) faculty development and education; 2) curriculum and materials development; 3) development work to secure funding for externally funded projects, and; 4) outreach activities to the other satellite

UH campuses. The SLTCC operates on a modest budget from the College of Language, Linguistics and Literature in order to conduct its core activities and solicits funding from external sources to carry out targeted projects in materials development, teacher training, etc. One full time staff with an advanced degree in language education coordinates this program, as well as the NFLRC and the LTRLC, more due to budget constraints than to program requirements. Many of the routine tasks are performed by graduate assistants. Operational costs for the Center are provided by the College.

III.3. National Foreign Language Resource Center (NFLRC).

The NFLRC is funded by the U.S. Department of Education Language Resource Center program which provides grants to institutions of higher education for the purpose of establishing, strengthening, and operating national resource and training centers. The centers serve as a resource to improve the nation's capacity to teach and learn foreign languages effectively. Activities of the NFLRC include: 1) material development; 2) test development; 3) instructional material development (particularly for less commonly taught languages), and; 4) dissemination of research results, teaching materials and improved pedagogical strategies to the postsecondary education community. Each of the four component areas of emphasis is guided by a local project team which proposes and carries out Center projects. A Steering Committee, made up of the heads of the project teams, oversees ongoing activities of the Center. Also, a National Advisory Board, made up of scholars established in their fields, sets the direction of the Center and provides advice and evaluation for Center projects.

Research and project results are disseminated through Technical Reports (book length discussions of ongoing projects or final results, published by the University of Hawaii Press), Research Notes (some of which are available on the World Wide Web), and Language Teaching Materials (text, video and audio). Materials have been developed for such less commonly taught languages as Japanese, Chinese, Samoan, Korean, Hawaiian, Indonesian, Tagalog and Vietnamese in such varied formats as conventional text, role-play cards, audio tape, video, HyperCard and CD-ROM.

Additionally, the NFLRC offers an annual Summer Institute for Professional Development for the purpose of bringing together teachers and program administrators in order to develop their knowledge of current theory and practice in language pedagogy. In the summer of 1995, the Summer Institute focused on *Technology & the Human Factor in Foreign Language Education*, in the summer of 1996 the focus was on *New Technologies & Less Commonly Taught Languages*, for the summer of 1997 the focus was on *Distance Education*; in 1998 it will focus on *Technology-Based Materials for Immersion*, and; in 1999 it will focus on *Self-Instructional Materials Development*.

The NFLRC was initiated in 1990 with a three-year award funded at approximately \$1,000,000. A similar award was given in 1993 and again in 1996. The organizational structure of NFLRC share many of the same staff and facilities as the SLTCC and the LTRLC, with one supervising professor from the Department of ESL acting as the NFLRC

Director, and with an Associate Director who also shares duties in the other two centers.

Most of the routine tasks are performed by ten full-time employees at the instructor level or above (most of whom have duties in other programs, as well).

III . 4 . Language Telecommunications, Resource and Learning Center (LTRLC).

The LTRLC provides technological support to the faculty and students of the College of Language, Linguistics, and Literature to enhance the teaching and learning of all foreign and second languages offered at the College. Primarily an equipment-based center, the LTRLC includes multimedia computer laboratories, audiocassette language laboratories, an interactive television studio and presentation room (where learning-at-a-distance lectures can be taped and filmed), a satellite for uplinking and downlinking teleconferences, and audio/visual equipment available on loan. The staff includes an on-site director, as well as a full-time media technician. Many of the routine tasks are performed by graduate assistants. Program funding is provided by the College.

IV . Hiroshima University.

IV . 1 . The Department of Foreign Languages.

Up until recently, at Hiroshima University, the primary responsibilities of teaching English as a second/foreign language to freshmen and sophomores was within the domain of the Department of Foreign Languages. In the Department of Foreign Languages (in the Faculty of Integrated Arts and Sciences), besides English, the languages of Russian, Chinese, Korean, German, French and Spanish are offered. Japanese, the host language, is taught in a separate department, which is oddly in a separate faculty division, as well. The Department of Foreign Languages is further subdivided into primarily language-teaching sections, and primarily literature-teaching sections, though the divisions clearly (or not so clearly?) overlap. For English as a second language education alone, in the English language section, there are approximately 30 full-time professors and nearly 50 part-time instructors to cover the teaching responsibilities for primarily first and second year undergraduate Japanese University students, though there are some third and fourth year enrollees, and a small number of graduate offerings. To augment this staff, clerical support is extremely limited, with just one full-time, and one half-time clerical staff, and no graduate research or teaching assistants.

In order to meet the changing needs of the student communities, and to prepare greater quality and consistency of language education and research, the Institute for Foreign Language Research and Education was established in 1997. As a result, the Institute now has the full responsibilities of teaching foreign languages, including English, to first and second year students. The purpose of the present study was to identify key factors that could be incorporated into the development of this new Institute, as well as to identify obstacles and misdirections which we should make special efforts to avoid. In the next section, we summarize some of the key factors that need to be resolved in order to have a successfully

operating foreign language training center, based on the perceptions gleaned from the observations of two of the world's premier foreign language training campuses, that of the University of California at Los Angeles, and of the University of Hawaii at Manoa.

IV.2. The Institute for Foreign Language Research and Education: Recommendations.

IV.2.a. Prioritize objectives.

Clearly, Hiroshima University is in the earliest stages of development of the new foreign language training institute. During the years that went into its planning, many valid and important objectives were developed. Now that operations are underway, however, it does not make sense to immediately and simultaneously try to accomplish all of the short and long term goals that have been determined for the Institute. To try to cover too many objectives with too few initial resources is a sure guarantee for failure. Rather, a more modest set of initial program objectives should be adopted so that the Institute will get off to a good start, and provide a secure foundation, upon which the University can build and strengthen over the years, as it sees fit. Already, it is clear that the Institute is taking on too large of an initial burden, where the meager staff is overworked, and there are no viable alternatives given the present organizational structure of the University. Downsizing the number of undertakings is not a bad thing to do, especially when improved service is the result.

IV.2.b. Where is the Institute?

It is essential that a central building, or office site, be established for Institute operations to serve as a central focal point for all on-campus activities. This fact was driven home time after time for each of the different program and center sites that we visited at both UCLA and UH. Additionally, a strong support staff, whether as paid regular clerical staff, or in the form of research and teaching assistants, is essential.

IV.2.c. Leadership sets the course.

If a primary purpose of the Institute is to promote and develop scholarship and leadership in foreign language education and research, then some of the key leadership and administrative positions should be filled by established foreign scholars, rather than entirely by native Japanese speakers, who themselves have acquired the primary foreign languages only as a second or foreign language. At both UCLA and UH, there was an abundance of non-native speakers working at various levels of program administration, dealing with the specific needs of their foreign students and instructors. Further, the directors and coordinators of the programs we reviewed were clearly chosen for their positions based on significant prior directing and coordinating experience within a context of second/foreign language instruction. To a person, these individuals knew not only the theories behind their practice, but were very experienced, talented practitioners as well. Finally, a key word for leadership of a foreign language training and research center, in addition to being highly professional and experienced would have to be *dynamic*. This is particularly important in the

early stages of the development of a new program, where outstanding leadership is necessary to guide the staff through the difficult times of program infancy.

IV. 2. d. Foreign language internships.

Hiroshima University's new institute should constitute, promote and aggressively use links with prominent foreign language training institutions around the world which offer graduate degrees in disciplines related to foreign language education, and which therefore usually require a practicum (directed teaching experience), and offer these students of foreign universities the opportunities to acquire their practical teaching experience while staying as six-month or one-year graduate interns at the Hiroshima University Institute for Foreign Language Research and Education. The graduate interns would obtain useful teaching experience, and the institute would benefit from having instructors recently trained in the latest techniques and technology, while at a significantly lower cost than regularly hired personnel.

IV. 2. e. Research and instruction.

A clear distinction should be made between instructor level tasks (day-to-day classroom instructional activities), expectations and requirements, and higher level research and development tasks, expectations and requirements. The former require some teaching experience and some relevant education (usually at most an M.A. in a field related to foreign language education), while the latter requires more educational experience, and more professional accomplishments (rarely having less than a Ph.D. in a relevant field such as in literature, linguistics, the given language, etc.).

IV. 2. f. Interdepartmental communication and cooperation.

The departments of education, Japanese language (training), and foreign languages need to work together to establish a common operational network at Hiroshima University. It seems rather odd, for example, that the usual departments found within a college of humanities such as foreign and native languages, literature and education would in fact be in completely separate faculty divisions, while obviously diverse programs such as economics, physical sciences and foreign languages are housed within a single integrated faculty. It would be much easier, for example, to entertain the suggestion made in #4, above (of having students in graduate programs come to Hiroshima University in order to gain practicum experience, and teach their native languages as foreign languages here), and then reciprocate by having Hiroshima University sending some of our advanced students in Japanese-as-a-second or foreign language training programs (offered by both the Japanese and the education departments). As it stands now, it seems a very remote possibility at best that we could hope to work together towards a unified goal of exchanging graduate students based on a relationship with other departments at Hiroshima University not directly under the eclectic veil of the Faculty of Integrated Arts and Sciences.

IV. 2. g. Self-sufficiency.

The Institute should work to increase a certain degree of autonomy and become self-sustaining--no courses are or should be free--if the Institute develops something truly worth offering, it is not unreasonable to put a price on it; in fact, that is a good way to measure program viability. The Institute should pay for itself, rather than bleed already existing meager resources. Further, at least one key member of the Institute leadership should be an accomplished grant-writer. It is clear that outside support is essential for the overall long-term operations of the Institute, and that it can't rely on the limited funding that it will get from the University. There are many worthwhile foreign language education projects that can attract money from a variety of potential funding sources throughout Japan and beyond.

Once procured, these externally procured funds can be used to help sustain other important but less lucrative Institute objectives.

V. Conclusion.

At present, there are at least two programs at Hiroshima University offering overlapping courses (the Department of Foreign Languages and Institute for Foreign Language Research and Education), with merged goals and less than distinct objectives. We believe the best course to follow at this early stage of the Institute's development is to progress along the lines of the University of Hawaii's SLTCC and LTRLC, which are set up to *supplement* the existing programs in the College of Language, Linguistics and Literature. We conclude this discussion by summarizing the objectives of these two programs, and by doing so, we hope to leave the reader with an outline of how our own two separate programs could operate simultaneously, side-by-side, at Hiroshima University.

The SLTCC (Second Language Teaching and Curriculum Center) is set up to primarily *improve the state of language instruction in the College, and to facilitate cooperative efforts among the several departments and programs of the College.* They conduct activities in teacher development, material development, externally-funded project development and dissemination of these services to educational settings both on- and off-campus. The LTRLC (Language Telecommunications, Resource and Learning Center) is set up to *facilitate, through technology, the teaching and learning of all foreign and second languages offered by the College.*

This is done with the implementation of a variety of modern technologies including multimedia computer laboratories, audiocassette language laboratories, interactive sound and video recording rooms, satellite connections for teleconferences, and AV equipment available on loan to students and teachers.

The proper administration and coordination of activities such as those described above in the last paragraph for UH *is* within the range of the current Hiroshima University and Institute for Foreign Language Research and Education staffing and resource limitations, while on the other hand, taking a much more active role in the practical functions of the Hiroshima University Department of Foreign Language's actual language training programs *is clearly beyond* the Institute's present capabilities, and is also both unreasonable and

unnecessary, given that the Department of Foreign Languages (like its UH counterpart, the College of Language, Linguistics and Literature), already successfully plays a sizable role in the day-to-day activities of university level foreign language education and research.

1 We would like to express our thanks and appreciation to all of those people who shared with us their time, energy and expertise in either in-person interviews or on our written questionnaires.

We of course take full responsibility for any inaccuracies or misrepresentations that may be found in this report. The facts and observations discussed in this study were obtained from printed materials distributed by the various centers discussed herein, and also as a result of several interviews with various program and center representatives.

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