The Institute For Technical Interchange Programs In Education At The East-West Center

By James C. Hubbard

Mr. Hubbard was with the University of Hawaii Agricultural Extension Service from 1960-1963, and has been with the East-West Center since 1963. He is at present a Project Officer in the Institute for Technical Interchange.

The East-West Center is education. It is learning about other cultures, other philosophies, other technologies. It is the exchange of knowledge through the interchange of ideas advanced by peoples from all over Asia and the Pacific world. This article concerns the Institute for Technical Interchange which sponsors short term, non degree granting programs in technical development for Asian, Pacific Island and American participants who are currently employed in or who are seeking employment in specific fields. To help Asian and Pacific peoples develop their vast human potential the Institute for Technical Interchange (ITI) has established major education programs. Several ITI programs deal exclusively with teacher training curricula which are directed toward improving teaching systems throughout Asia and the Pacific.

The program which best represents ITI's overall education programs is the retraining of Asian English teachers in spoken English, ITI's first program in education. It was established to help entire foreign English faculties improve professional qualifications in English, linguistics, and teaching techniques. It was also established to expose these teachers to an English-speaking culture.

ITI's interest and subsequent involvement in this program was sparked in 1962 by a Japanese educator, Eiichi Kiyooka, Professor of English and Director of International Liaison Department, Keio University, Tokyo. For years Professor Kiyooka had hoped to up-grade instruction in English in the Keio secondary schools where English teaching was not of the best, because the teachers had been educated under the old "grammar-translation" method and did not have a command of the spoken language—either in comprehending or using it. As of 1962, about five thousand secondary students studied English during the six years prior to their entrance as freshmen at Keio University. During their high school senior year, the work load sometimes amounted to as much as eight hours a week. Yet the entering freshmen usually could not speak English or understand it in conversation. In this situation "grammar-translation" methods were nearly always employed, as few Japanese teachers of English had the opportunity to study the newer linguistic methods of language teaching. Also, these same teachers did not have the opportunity to live in an environment wherein English was spoken universally. The problem was heightened by the fact that even if one or two individuals within the faculty learned newer methods, the remaining faculty members could pressure them into continuing to use the older methodology. What was needed, Professor Kiyooka believed, was the intensive retaining of the entire Keio secondary school English faculty (some 40 teachers) in new "spoken-English" methods within an environment that fostered continuous English usage, both inside and outside the classroom.

Coincidentally it was at this same time in 1962 that the Institute for Technical Interchange developed guidelines under which it would operate its programs; one was the decision to strengthen existing institutions and to help new institutions grow. Aware that there were many productive systems already in existence which could provide invaluable cooperation, ITI was convinced that it could best carry out its education programs through these established and respected institutions. Y. Baron Goto, Vice Chancellor of the Institute for Technical Interchange began to build ITI's initial programs, directed at "helping peoples at the rice-roots levels learn to help themselves." When Keio University made its request for English teacher-retraining, the Institute for Technical Interchange was organizationally ready to administer such a program.

Organization of Programs

Consultations among Dr. Kiyooka, Dr. Goto, and Dr. Elizabeth Carr, Chairman of the Department of Speech, University of Hawaii determined that the English retraining program would provide grants for one-year non-degree training at the University of Hawaii in English and Speech. Keio's entire secondary school English faculty would be divided into five groups, each group to attend the University for one year, the entire program to take five years to complete. In this way the entire faculty could be trained at the same institution under nearly the same conditions. This could be achieved without un-

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