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蓄仁賢保文部道場初段ウリヤムケツ

果傳正統少林寺拳法  
准奉士位先可する



一九八七年六月二三日

社団法人日本少林寺拳法連盟会長

總本山少林寺管長師家

宗道



登録番号 第二六八〇三号

## THE TDK-AKITA ENGLISH PROGRAM

### TEACHING HOURS

8:40am to 5:00pm, Monday through Friday  
About 30 hours class time per week.

#### Daily Schedule:

Early Morning Class	8:40 to 10:10
20 minute break	
Late Morning Class	10:30 to 12:00
Lunch	
Early Afternoon Class	1:00 to 2:50
20 minute break	
Late Afternoon Class	3:10 to 5:00

### ENGLISH CLASS POLICY

English classes are taught at three factories of TDK's Ferrite and Ceramic divisions in Akita. The policy and attitude of each division concerning English class is different. Therefore the English Program has a simple policy which works very well for everyone concerned. The policy is as follows: If a TDK employee wants to study English, the English Program will do its best to help the student and provide the optimum conditions necessary for his English language acquisition. The teacher understands that students must accomplish the goals set forth by their section's bosses and that from time to time a student will be too busy and must be absent from class. If a student is busy, of course it is better that he work. The student must, however, let the teacher know before class about his absence. English instruction is a special privilege offered to TDK employees and must not be taken for granted. Students who do not observe the policy about being absent do not want to study English. If a student does not want to study English it is better that he doesn't. Also it is policy that the class size be limited to six students.

This simple and easy to observe policy is especially useful to determine student motivation. There is no need to make decisions based on what a student says and does not mean. All decisions concerning students and classes are made on the basis of attendance and the observance or non-observance of this policy. For example, if a student tells the personell section he wants to learn English, but the teacher knows he really doesn't have the time or doesn't want to study, the policy will work to move him out of English class. Students are added to English class in a timely manner. With a six student limit for each class, students must also be cut.

The teacher, in order to provide optimum English instruction, must assign students to classes based on their motivation and level. This task is easy because of this simple policy. Also the power the teacher has to assign students to classes reinforces the policy. Students know very well what happens to students who take English class for granted. Students who really want to study English observe policy. The English Class Policy is based on consideration for the teacher and serves the student who is serious about studying English.



## STUDENTS

There are about 60 students. The majority are high level speakers and only a few have trouble maintaining a simple face to face conversation.

Students are classified into four groups.

- (1) Serious (majime)
- (2) Sometimes (tokidoki)
- (3) Freshmen and New (?)
- (4) Drop-outs (ghosts)

The TDK-AKITA English teacher must do his best to put students with the same motivation and language ability in the same class. Serious students are in small classes of 3 to 6 students and tokidoki students are in larger classes. The class size limit is increased to accommodate these students in as few classes as possible. Ghost students are the problem of the personell division and are a part of the English program in name only. It is very difficult for the people concerned with the English Program to understand why students persist in saying that they want to study English when they never come to class. The policy takes care of them sooner or later. Freshmen students join class every year. Also from time to time people must go to America and receive special instruction. When these new students join the English Program, the teacher has the best opportunity to rearrange and transfer students and to request that students retire from the program.

## CLASS STRUCTURE AND CURRICULUM

Most students have been studying for two years and have completed the Excellence texts English in the USA and English at Home and Abroad. English class curriculum is now built around a core that provides instruction in English grammar, American Idioms and useful information about living in the USA. Most classes get the same lesson each week with minor changes to adapt the material to the student's level. To accomplish this classes must be highly structured. A typical early afternoon class is structured as follows:

1:00 to 1:10

Class begins with talk of current events and weekend happenings.

1:10 to 1:30

Review of a topic in Explain Yourself (e.g. Hanami, Boy's Day)

1:30 to 2:00

Selected substitution and transformation drills from Seido's Modern English: an Oral Approach.

2:00 to 2:20

How to Survive in the USA. Tape, discussion and role play.

2:20 to 2:30

Basic Idioms in American English. Students study and discuss five idioms and tell a short story containing the idioms.

2:30 to 2:50

The USA: Customs and Institutions. Questions are asked about the reading material with books closed. Students then open their books and ask questions and discuss the chapter.

To allow for variety, a short story is often substituted for the reader, a picture story for the drills, and news articles for Explain Yourself. The Idiom book and the USA survival book are used every week.

This Class structure is designed for students who study every week. Students who study less than full time find it hard to keep up and continue with the English Program. This class structure coupled with the class policy insures an English program which is optimal for the Company and the Student. It is also rewarding and challenging for the Teacher. Teaching an empty class is rare and the teacher has the power to remedy this phenomenon of teaching English to company people in Japan.

#### THE COMPANY

Mr. Goto is the Personell Manager and is responsible for the English program. He is supportive and is very concerned with any problems the teacher may have with the English program and life in Akita. He doesn't however communicate directly with the teacher on a regular basis. He is very busy and he meets with the teacher when it is necessary. Mr. Goto is informed about everything that goes on with the English Program and his main concern is that the teacher is happy and that the English Program is being implemented effectively and efficiently. The lines of communication are through two other people the teacher depends on for help on a day to day basis. These two people are Mr. Azuma and Mr. Kishida.

Mr. Azuma is closest to Mr. Goto and is helpful with problems concerning travel, insurance and anything both inside and outside the company. If it is not a problem with the English Program, the Teacher should consult and confide in Mr. Azuma. If it is a problem with the English Program, Mr. Kishida will help.

Mr. Kishida is the English class coordinator in the personell section. Mr. Goto has given the English teacher and Mr. Kishida independence in day to day implementation of the English Program. Mr. Kishida understands both the English class policy and the Personell policy and he works very closely with the English teacher. All decisions concerning student class changes, scheduling and new students are made by the teacher and Mr. Kishida. Mr. Kishida then gets the approval of Mr. Goto and everyone else involved.

#### TEACHING FACILITIES

Classes are taught in conference rooms and a tape recorder is provided for classes. The English teacher can use any copy machine anywhere and there is no limit on the number of copies. Presently the English teacher's desk is in the Ferrite Division's personell section. The teacher is provided with a word processor and has the use of a self-correcting typewriter.



## ACCOMMODATIONS

The Men's dormitory is centrally located and is a few minutes by bicycle to each factory. Breakfast and dinner are served Monday through Friday and sometimes on Saturday and Sunday. The English teacher is provided with an eight tatami furnished room and the Japan Times is delivered daily. A TV, washing facilities, a microwave oven and refrigerator are available for everyone's use.

## THINGS TO DO

Sports Facilities: TDK's Gym is across the street from the dorm and a variety of sports clubs meet there. There is also weight training and other exercise equipment. TDK boasts of a new indoor swimming pool which is popular during the winter months. Judo, Karate, Shorinji Kempo, and Japanese Archery are practiced in Nikaho. The beach is a two minute walk from the dormitory and a 2,000 meter volcano is less than 30 minutes away. There are three ski slopes 30 to 40 minutes away. The air is very clean in Akita.

Reflections on Transitions in Japan, English Teacher to Georgia Factory Project May 1983 to February 1988. Assignment for PADM 9060, February 23, 2013.

In reviewing my career and trying to come up with situations involving serious managerial goal conflicts and situations where I had complete discretion, it is difficult to come up with any complex or conflicting situation within any particular organization. Within the organizations that were typically international in scope, I had considerable discretion in the day-to-day performance of my duties in the context of well-defined consensus goals. There were, however, major conflicts in the transition periods between organizations where decisions I made had a major impact on my career path. These three situations occurred in Japan while I was an English Teacher: The Oyama English School to Excellence Corporation/TDK transition; the TDK-Akita English Program Establishment; the Excellence Corporation-TDK Corporation transition.

### **The Oyama English School to Excellence Corporation/TDK transition**

After my Peace Corps experience immediately after college, I joined Oyama English School near Tokyo Japan as an English Conversation instructor. Six American English Teachers taught various levels of students, from children in early grade school, to classes made up of Housewives and professional people. In the afternoons, some teachers would stay at the school and others would head out to off site Japanese company Classes. Small classes at these organizations had engineers and managers who had a lot of contact with American or other English-speaking business associates.

An opportunity for early morning company classes presented itself for the school. These were two classes with two sessions each starting at seven am. The compensation the teacher would receive is outside the regular contract, so this opportunity represented overtime. The school owner had a hard time selling this opportunity to the teaching staff, generally, and I took the classes when no other teacher would. I kept these classes for about a year, and when it became apparent to the other teachers that these classes represented a rather lucrative opportunity, another teacher began to urge the owner to give him one of the classes. I protested. The classes were beginning to pad my savings account, and the routine of waking up early in the morning was easy. The school owner

resisted at first, appreciating the fact that I took the classes when no one else would. Rather than taking one class away from me, he eventually took both.

I felt betrayed. My one-year contract with the school had lapsed. The school owner had supported our visa renewal each year but for reasons that probably benefited the school, he did not bother to get us to sign another commitment. At the end of the second year, I began to respond to job classifieds in the nationally circulated Japan Times. By this time, I was in open conflict with the owner and wanted to be released from the school. I felt I was justified. I had no contractual obligation to the school and I had paid my own airfare to Japan. It was he who had breached his promise to me. Those morning classes were mine, I was a very effective teacher and an asset to the school mission. Indeed, when the new teacher was assigned, one of the classes was canceled by the company.

I received call for an interview in Tokyo for an in-house teaching job in northern Japan. Unknown to me at the time, this new English teaching company, Excellence Corporation, run by a truly honorable Japanese individual, had contracted with TDK Corporation based in Akita, Japan for an in house English Teacher. The day for the interview arrived and I arrived in Tokyo early in the morning. Addresses in Japan are not by street and block, but are by the order that they were built in the block. I could not find the office for the interview. Repeated telephone calls at a pay phone were not answered. I was late for the interview and at a crisis point. This was a major crossroads in my life. Sitting on the curb, looking up at the valley of skyscrapers, I decided that I would go back to Oyama and work things out. About 50 yards from the pay phone, I stopped at the entrance of the train station and looked back. I will call one more time. This time I was able to speak to someone who instructed me how to get to the office. The entrance was right in front of me. The interview was successful; I was able to get a job offer.

I explained completely the situation at the existing school to Mr. Kurokawa who evidently understood the situation better than I did, and he took a chance with my visa sponsorship and I turned in my notice. To say that the Oyama School owner was mad was an understatement. In the last meeting I had with him, he would not sign a release and would work to have me deported. In a major insult, I accused him of being without honor. I did not speak to the owner again who communicated to me his threats through

the lead teacher. I remember my last day at Oyama English School, I was saying my good byes to my junior high school boys afternoon class when the Lead Teacher, who was incredulous at my leaving the next day, came in and told me one more time that the owner was going to have me deported. Well, I said, "I guess he has that to do". Mr. Kurokawa picked me up by Van the next morning and we were off to Akita.

I was in limbo until my next visa renewal rolled around. Evidently, the fact that the Oyama School owner let the contract expire was grounds for me leaving and getting a new position. The visa renewal with a new sponsor was routine. By this time, I was fast becoming a legendary figure as the only American in the Akita area and at TDK. I was able to fit into the men's dormitory lifestyle fairly well. The Friday night drinking party was well attended. My dorm room was remarkably sparsely furnished keeping with Japanese custom and I made a point of putting my things away. Mr. Kurokawa was pleased. He knew I would be effective at TDK and took a chance. Mr. Kurokawa had to come back to Akita one last time on my account. The other English school owner refused to release my earnings record and he had to accompany me to the Tax office to file my return for the year. He chuckled that he had never talked to anyone who had been as angry as my former school owner had been when he requested my earnings record. He went on to say that he must really have hated me. I was pleased to hear that.

### **TDK-Akita English Program Establishment**

I spent three years at TDK-Akita, I was mainly concentrating on a core group of students arranged into four classes a day. I had to balance my core classes of dedicated students and at the same time, had to work in the new crop of engineers every year. Worked into my classes were the engineers and managers who were going to set up facilities in the United States. During this time, 1986 to 1988, Japan was making a sizeable investment in US manufacturing.

One policy that TDK had was both a benefit and a detriment to the English Program. Once a student entered my English Classes, they were not cut from the program. Even those students who never showed up for class would not be cut. What developed was a system where I would go out to each of three divisions on separate days and teach four classes. The first three classes were core classes of dedicated students



who always showed up on-time, the rare absence was accompanied by profuse apologies. One student who was never absent, had to miss class one day. He was so despondent, that I allowed him to attend a "make-up" class at another division. I would typically give the same basic lesson to all classes each week at each division. The structure was adjusted so that the lower level students would spend more time on drills and less time on "free conversation". One class of the day was reserved for "toki-doki" students and "ghost" students. New students would enter this class only. Often this class would have a roster of 20 students of which only one or two showed up. If a new student entered the program, and if they proved their dedication, they would be promoted to one of the other three classes. When a freshman class entered this class, there were one or two out of 10 or so students who stuck it out. There was A, B, C and Special Class. There was no attempt to soften the implication of this type of scale. I wanted to give some other designation that did not imply grade, but the Administration department disagreed.

This system worked out well. My protection of the core students in tight-knit classes from distraction from students who may be of lesser motivation was key. I was a big deal when one of these students got promoted to one of the other classes up the scale. Of course, it was understood that the addition of a student was to strengthen a class. The B Class may be made up of one manager and his subordinates, the A Class of up and coming professionals destined to overseas assignments, the C Class of those motivated to learn English, but were of a lower priority than other company people, the company jokester, sweet office lady often made this the most enjoyable class. When the Administration Department received a request for additional time, the only option was to dissolve Special Class and admit the new class, or often it was an individual who would travel abroad for a few months. Sometimes, I was preparing an English application guide with a midlevel manager during this time.

There was one request by the head QA guy to contract with me individually on my own time. This was endorsed by TDK Administration, however not by Excellence Corporation. I denied the request. He was kind of a weird, unpopular individual who would not fit into the classes. I was accommodating to the program, however, as long as my core students were protected. There was a class of mid-level managers, the Kacho,

who were reputed to have no spare time for anything and therefore class during business hours was out of the question. I negotiated with Excellence and TDK for a month leave back to the US after the first year. I had been in Japan for three years with no leave time. I proposed to open a Saturday Morning class for one year. There were two classes that were open to all divisions and we would meet at central locations. This was a very strong class and fun class, It was almost all free conversation with an emphasis on purely cultural aspects of the weeks lesson. After a week of teaching the same lesson in all my classes, this Saturday class allowed me to regurgitate all the facts I had learned in the Monday to Friday Classes. If it were possible for the company to be more impressed, then this was it. I mentioned in the opening that I was to become legend. This was not an exaggeration. I was on my way to getting my Black-belt in Sho-rin-ji Kempo and I had the strange inclination and ability to ride my bicycle twelve months out of the year. Roads rutted by frozen snow did not deter me. Of course, I did not have another option.

### **Excellence Corporation-TDK Corporation transition**

Even my effectiveness as a teacher would overtime, lessen and my students would need a new teacher. I could not stay in Japan forever. I had been accepted by the Graduate School at Auburn and this was one option. I guess the possibility of getting a new posting at another company that was associated with Excellence. I assumed that there were other teachers in similar situations within the organization. Another real possibility, never spoken about, however on many peoples mind including my own, was the possibility of joining one of the new facilities in the US.

I announced I was leaving, notified all the important people, and almost immediately I got an offer to work at the New Georgia Plant being planned with the Ceramic Division. The decision had just been made to locate in Georgia. TDK already had a magnetic tape plant there and the new division's facility would be able to leverage their management experience in the community. Peachtree City did have a good school system and two 18-hole golf courses. In my discussions with the manager of the project, who was also one of my students, he wanted me to break my relationship with Excellence Corporation and then work with the Georgia Project as a kind of free agent. This was explained as a move to avoid TDK looking like they were "head-hunters". This

seemed like an amateurish move on his part and I do not know if he was expressing his sole authority to make decisions on the project, or he had been in consultation with the Administration Department.

No matter how attractive this offer was, I declined with an attitude of protest. I do not know what went on behind the scene, but my student future boss seemed to know what he was talking about. Not knowing the background of my situation in Japan, I explained that because of the dedication of my students in the English program, they could not be supported unless a replacement teacher was phased in. If this was the case, I explained, I could stay in Akita and with Excellence Corporation go somewhere else. Those were difficult first days with TDK and Excellence Corporation three years ago. The four or five months where I woke up each day not knowing if I was going to be deported, weighed heavily in the decision-making rationalizing of my mind.

In the end, Excellence Corporation--Mr. Kurokawa was supportive and the future of English Program was ensured. They replaced me with two teachers. I stayed in Japan for eight more months to prepare documents for Georgia and train in the process. I was promoted to the new "Married-guy-on-temporary-assignment-to-Akita" Dormitory. This was nice. I arrived in Georgia to begin work that would last for 22 more years. My experience is detailed in my Resume contained in a previous assignment.

In reflection, the 50 yards from that pay phone and the Train station were important. I do not know what made me turn around on that day, but it was perhaps the most fateful decision I will have ever made in terms of my career.



# Speech by William Nutt delivered to a Cultural symposium in Honjo, Akita, Japan in September 1986 during tenure as an English Teacher with TDK Corporation, Nikaho, Akita, Japan.

I would like to thank The Honjo Board of Education, Unesco, and The Ministry of Education for inviting me to speak at your symposium today. I hope that my international experiences will be of interest to you.

First of all let me tell you a little more about myself. I come from a small town in Alabama. My Father is a Banker and my Mother is a Housewife. I have one older Sister. After graduating from High School, I went to the University of Alabama where I majored in Business Administration and minored in Sociology. I graduated in 1979 and was accepted into the United States Peace Corps--the American International Volunteer Agency.

The Peace Corps has three major objectives: The first is to help the people of developing countries, and provide trained manpower for their development programs. The second is to help promote a better understanding of Americans to the people of those developing nations. The third is to help promote a better understanding of the Developing nations on the part of Americans.

I served for two years in the Phillippines. The first year I was assigned to a town office in Southern Leyte as a Small Business Assistant. During my service I conducted a Public Market Improvement Study as well as set up many bookkeeping systems for the many small businesses in the town. I also taught Economics at the Southern Leyte School of Arts and Trades.

After one year of service, I transferred to the Peace Corps' Family Health Program and worked with the Leyte Traveling Skin Clinic. My job was to do leprosy patient follow up. I would go to the villages and towns of Southern Leyte everyday and visit the homes of Leprosy patients to make sure they were getting and taking their medicine regularly and to inspect other family members to

see if they had signs or symptoms of leprosy. I would also help manage and improve the leprosy record keeping systems in the local Rural Health Units.

My job in the Philippines was very difficult. The hardest thing was to get the people to change their behavior and attitude toward Leprosy. Because it is such a horrible disease, people are ashamed to admit that they are victims and their neighbors are afraid to help them.

During my volunteer experience in the Philippines, I developed cross-cultural awareness and cultural sensitivity. I became aware of and appreciated the differences in people and cultures. I learned that the people of the Philippines share basic cultural characteristics, but that basically everyone is a unique individual. Generalizations about the behavior and the values of the people of the Philippines were no use to me in understanding the people of the Philippines, but the more people I came to know on a personal basis and was fortunate to become friends with, the more I came to understand the Philippine people. If you now ask me to make general statements about the Philippine people, I would find it very difficult to make such generalizations. I believe that it is best to learn about a country's culture through personal experience with individuals of that country.

Another very important thing I learned was that I had to forget my "America Number One" attitude. People who live in other countries like to feel that their country is great also. American culture is not the only culture; just because you do not understand it or because it is different does not mean it is wrong or inferior. The opinions and ideas of my close friends were very important for me to realize this fact. If you have a superiority complex you will find it difficult to gain a true



understanding of a country and to form close relationships with its people.

This first cross cultural experience in the Philippines has proved to be very valuable to me in Japan. After this experience, adjusting to life in Japan was easier.

I came to Japan in May 1983 to work for an English school in Tochigi. This school had seven American teachers and I was not able to experience close cultural interaction with Japanese. Working in this school with seven Americans was like working in "Little America" and almost all of my social contact was with American teachers.

After two years in Japan I came to work in Akita with TDK. This move was the beginning of my understanding of the true Japanese people and culture. I have been working in Akita for a year and a half and through my close contact with my students and my friends in Nikaho, I have gained a better understanding of the Japanese way of life.

Since I moved to Akita I have had many opportunities to interact with Japanese people. Of course, I have my English Program with TDK which gives me the opportunity to get to know my students opinions and ideas everyday. I have a chance to take part in decision making in the Personell Section concerning the English classes and I am able to learn about Japanese Management first hand. I have become very sensitive to the problems of my students and I sometimes have to make difficult decisions about my classes.

My hobby in Japan is Budo and I am a member of the Nikaho Shorinji Kempo dojo. This gives me an opportunity to associate with people outside of TDK. This is also a good opportunity for me to practice my Japanese because my teacher uses only Japanese in our practice.



I am also a member of the Kaimei Ryo Onsen Club and we have been to many onsens in Tohoku. I have had many interesting experiences at these onsens; especially the kon-yoku or mixed bathing style of onsen. Americans have different attitudes toward showing their unclothed body to strangers. We feel that our bodies should always be hidden from anyone other than our immediate family. But in Japan and especially at the onsens that have the kon-yoku style, the attitude is very different. It took me a little time to become accustomed to taking baths with women but soon I came to understand the Japanese attitude.

In old times mixed bathing was the usual case and only when many Western people came to Japan in the 1870's did bathing become segregated or separate. Western people who first came to Japan were shocked by this style of bathing at the local bath houses and a law was passed to stop mixed bathing.

Now a days separate bathing is the usual case except in the country areas and old style onsens. This is an example of how I have to forget my own culture's values and accept and understand the values of Japanese people.

During my stay in Japan I sometimes have many minor problems with my daily life. One of the most important factors in dealing with these problems is my ability to distinguish between problems which are common to human beings everywhere and those which are special to me and my life in Japan. For example, in Kaimei dormitory all members must share clothes washing facilities and I sometimes have problems with other members of the dormitory who leave their clothes in the washing machines for a long time. This is a basic human relations problem and not one of cultural differences.

Also since I moved to Alita the people have been very kind to invite me to their homes. The people in Tochigi were also very kind to me, but because of association with so many Americans there was little opportunity for this kind of close cultural contact.

This is a problem for Japanese when they travel abroad because Japanese usually travel in groups. There are only opportunities to experience a country's sights and food and there are few opportunities to get to know the people.

Many of my students are going abroad and I have to give them advice on how to get to know and understand another country. I advise them to be adventurous and not to be afraid to go alone and meet people and get to know them personally. This is especially important if your objective is to learn the language of a country. Also I tell them not to be too serious. A good sense of humor is one of the most valuable things that you can carry with you. When you try to experience a country and its culture you are going to make some cultural mistakes and if you are able to laugh at your mistakes things will be much easier.

Most importantly, I tell them about the golden rule of Cross-cultural awareness and understanding:

When you see behavior that you do not understand or which is strange to you, it is very easy to say it is good or bad. You must not judge the value of something in relation to your own countries values. You must only try to understand. Understanding is the most important thing and you must not pass judgement too quickly on the behavior or the people.

Thank you very much.



# Global TESOL Certificate Program

## CERTIFICATE OF ACHIEVEMENT

awarded to

*William Nutt*

*for successfully completing 120 hours of instruction in Clayton State University  
Continuing Education's Global TESOL Certificate program.*

*Sarah Shope*

Sarah Shope PhD, Program Instructor

*7-19-09*

Date

*Janet Winkler*

Janet Winkler, Senior Director of Continuing Education

*7-19-09*

Date

