





Explorations in Teacher Education

JALT Teacher Education SIG Newsletter

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ARTICLE**Japanese education and teacher training in transition**

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High moral standards, strict discipline and individual interests subordinated to group goals still remain the fundamental philosophies followed by most educators.

Confucian and Buddhist teachings, the roots of Japanese education, continue to strongly influence Japanese society and its education system. Learning, formal education, diligence and perseverance are still viewed as paths to individual and group success/achievement. High moral standards, strict discipline and individual interests subordinated to group goals still remain the fundamental philosophies followed by most educators. In principle, these beliefs continue to be valid. However, they have become so rigid that they are now imposing limitations on the growth of the individual and the society.

Elementary education in Japan is usually participatory and holistic. However, once students enter middle school there are no connections made among the many subjects they are required to take and rote memorization in order to pass tests becomes the norm. Generally speaking, teachers do not welcome questions from students and students are discouraged from voicing their opinions. Creative answers and solutions are often rejected in preference to textbook answers. The system has been this way for years, so why change now?

The need for reform

This educational stagnation, plus an increasing unemployment rate, slumping economy, the world's fastest growing elderly population, an increasing number and variety of educational and social problems, and the growth of an international information society formed the impetus for the then Mombusho (Ministry of Education, Sports, Science and Culture; now known as Mombukagakusho) to establish the National Council on Educational Reform in 1984. Since that time, a series of changes designed to radically change Japanese education have been made. The principles upon which the reforms are based are the development of 1) well-rounded thinking, 2) individuality 3) creativity and autonomous thinking, and 4) international understanding.

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Some of the problems that affect children are social alienation, juvenile delinquency, violent behavior, *ijime* (bullying), young girls' hiring themselves out to older men, breakdown in classroom order and the use of drugs. In 1998, a total of 17 primary school children, 102 junior high, and 220 senior high school students killed themselves. When so many students began refusing to go to school a special term, *toukou-kyouhi*, which means school refuser, was created to classify them. A major reason for not going to school is the strong pressure of studying in order to keep up with the rest of the class. Takashi Mochizuki, an 18-year-old university freshman comments on his homepage:



When I was high school student, I thought "Does education really make children happy?" and now I think so. Actually, education is made to make people happy, but nowadays, I usually see primary school student who is very tired from studying to enter junior high school. I think, isn't it too severe? and is it really useful?

Other reasons for children dropping out of school are the inability to get along with classmates or teachers, being targets of bullying, and the belief that what they're being taught in school is irrelevant to their lives. They are frequently victims of the often-cited Japanese adage, "The nail that sticks out gets hammered down". Many children who refuse to go to school suffer from severe depression refusing to meet acquaintances, leave the house or even leave their rooms. A 1994 survey of 4,000 10- to 15-year-olds revealed that a large percentage of students who were neither school refusers nor targets of bullying also suffered from depression.

The breakdown of communication within the family is increasingly becoming the source of many social problems. Parents who are often absent from home frequently substitute money and material goods for love, time and attention. In one small group discussion about the reasons that children lack self-control and feel estranged from their family and society, students agreed that the cause was a lack of communication between parents and children — sadly citing their own personal situations as examples. A growing number of Japanese students are being denied a nurtured childhood. As one teacher perceptively observed: "Students reflect the society in which they are living. If students are sick, the society is also sick". Counseling courses which help future teachers understand, identify and handle these situations as well as develop their communication skills are essential to teacher education curricula.

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The Mombukagakusho is convinced that the best way to overcome Japan's current problems and secure the future advancement of the nation both socially and economically is by bringing schools into closer contact with families, communities and industries; decentralizing education; and carrying out immediate reform of the country's education along the lines of the four new educational principles. The success of these reforms depends on how closely teacher education is directly linked to and supports these principles.

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The process of reform

Achieving a balanced curriculum means that the current policy of pushing students to attain intellectual achievement at all costs must cease, and more attention must be placed on developing the emotional aspect of the child. It is important that the ability to think and reason independently be cultivated in each child. Teachers have been directed to include investigative and hands-on activities in their lesson plans and to give students opportunities to ask questions and discover the answers for themselves.

Attempts at introducing critical thinking into lessons plans are getting off to a slow start. This is often a source of frustration because most teachers have not been trained to be critical thinkers. Some are *willing* to change their teaching methods but don't know what to do. They need training and support, both of which are often unavailable because those responsible for this training at the local level are not providing it. Some say they have so many classes and additional duties they don't have time to change. Others obstinately refuse to try anything new, and continue using the same one-sided, teacher-oriented approach to education. Teachers who are using innovative methods and developing students' ability to use higher order thinking skills want to use a compatible evaluation method. Unfortunately, they are often bullied by colleagues into giving their students a traditional fill-in-the blank, multiple-choice test that merely requires memorization of textbook contents.

Due to what the Mombukagakusho perceived as a decline in social and moral education that had traditionally been carried out in the home and community, in 1998 it introduced the concept of "kokoro no kyoiku", which means education of the heart and decreed that moral education be taught in elementary and junior high schools. This education focuses on human development and, in essence, is concerned with the spiritual aspect of the child. It advocates the nurturing, both at school and home,



of virtues such as generosity, compassion, love, justice, self-discipline and respect for life. Its immediate aim is to reduce the violent acts being committed by children and help them understand and respect social rules. The long-range goal is to realize a society inhabited by caring, responsible, and peace-loving citizens who can work together cooperatively to maintain the well being of the country. This aspect of education is closely linked with community service projects and visits to nursing homes for the aged and institutions for people who are physically and mentally challenged. These experiences, it is hoped, will help young people understand and be considerate of the needs and feelings of others, especially the elderly population.

The Mombukagakusho suggested that moral education be taught using observations, hands-on learning activities, research, role-playing and other such methods that require student participation. However, as it is currently being taught in most secondary schools, moral education is a class that is no different from other classes where the teacher talks and students listen. When asked about this class, many students reply that the class is boring and unrelated to their needs and concerns. Although moral education should take place throughout every school day throughout the entire school, in most schools this is not the case. Moral education is confined to one class per week and frequently, this class time is utilized for other purposes such as planning school activities. The challenge is for teachers to reach the students' hearts by being sincere, caring and flexible; modeling moral behavior rather than preaching it; drawing out students' opinions and *listening* to them; and helping them develop morally-based decision-making skills. An effective way to carry out this training is by conducting in-service training at the school, addressing the particular needs of the students.

Individuality

Since 1988, the number of required courses has been reduced and the range of elective courses broadened. Additionally, local schools have even been given the freedom to create courses that have particular relevance to their students. This was done to help students discover their own interests, talents and abilities and begin to think about their aspirations for the future.

At the Mombukagakusho's urging, counseling is gradually becoming available to students with personal problems. Special rooms "for easing children's minds" and a variety of special out-of-school programs designed to help refusers resume a normal life and continue their education are being created. Some local school systems have established flexible alternative education programs that students can attend and receive credit towards graduation.

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On the other hand, at the classroom level, individuality and creativity are often stifled if they don't fall within the boundaries set by the teacher or school. Students are expected to be obedient and respect the teacher's authority, even though the rules they must follow may often be arbitrary. Respecting and even fostering individuality in training teachers will undoubtedly help them recognize the need to acknowledge each student's individuality and to become more flexible in their teaching methods.

Creativity and autonomous learning

Attempting to reverse the trend of educating citizens to be content with established norms without taking initiative to find better alternatives, Mombukagakusho guidelines state that students should be educated so that they "develop creativity, the ability to adapt themselves to a dynamic society, and the willingness to learn autonomously." Creative problem-solving is often used in science and math classes, but cannot be considered a standard approach to learning, at least not yet. Children are introduced to live theater performances in which they frequently have the chance to participate. Schools and communities are encouraged to work together to increase opportunities for students to participate in performing arts and hands-on art activities. Much more needs to be done in this area.

The cultivation of independent learning is contrary to the traditional education that rewards students for regurgitating information. How can teachers who are not autonomous learners nurture this ability in their students? There is no one answer to this question. However, the places where it must be addressed are in institutions which train teachers and in the schools that employ them.

International understanding

Japan is increasingly being called on to become more actively involved in the affairs of the international community. To this end, the Japanese government has been placing much emphasis on what it calls 'internationalization'.

Although many schools have regular cultural events to which they invite foreign guests to share aspects of their home countries and cultures, non-Japanese children, children of mixed races, and Japanese children returning to Japan after having lived abroad for some years are often ignored and bullied because they are different. The concept of internationalization still needs to be more closely related to everyday life.

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One of the most extensive cultural exchange programs is the Japan Exchange and Teaching Programme. The program, which began in 1987, invites young college and university graduates from overseas to participate in international exchange and foreign language education throughout Japan. Most work as Assistant Language Teachers (ALTs) at junior and senior high schools where they team-teach English language and culture-based classes with Japanese teachers. Local governments conduct the programs in cooperation with several national government ministries. Prior to coming to Japan, most ALTs have no training in education or cross-cultural communication, know little about Japan and have never experienced living in a foreign culture. Local communities have virtually no experience in communicating with foreigners and little or no idea how to integrate them in the school system. Therefore, the manner in which the ALTs carry out their jobs varies. Perhaps in the majority of cases, the good will, enthusiasm, and flexibility of both parties and the guidance of a progressive teacher result in valuable and interesting learning experiences for the students, community and JET participant.

In other cases, the opportunity for cultural exchange is lost. Most Japanese teachers are unfamiliar with the concept of team teaching and rarely speak the foreign language they teach. Consequently, they are at a loss when they find themselves responsible for supervising an ALT, and may ask the ALT to do nothing more than play games with the students. Also, some ALTs have no interest in either promoting cultural understanding or cooperating with Japanese teachers of English (JTEs). Yumiko Kiguchi, a secondary school teacher describes such a case.

The following is a classroom exchange I had recently with an ALT.

JTE: Can you talk about yourself and your country to the students?

ALT: I am from New Zealand. I came to Japan three months ago. ...Any questions?

(silence) Any questions? No questions? (grinning)

JTE: Please talk about your friends, and what you do with them in your country. Can you show them pictures? Visual aids help them to listen to English and to be interested in other countries.

ALT: I didn't bring any pictures to Japan.

JTE: Not any?



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The JTE later commented, "I didn't understand what his goal of teaching was, or how he was going to develop global awareness. After the class, I asked him about his ideas on teaching English. I asked him about his previous teaching experiences, how he was able to motivate students, and his teaching and research interests. But he showed no interest in discussing these topics with me.

Due to the long history of centralized, top-down decision making, most local areas are still maintaining a 'holding pattern', waiting for explicit directives from the Mombukagakusho. Therefore, the process of decentralization has not yet begun in most municipalities. A steadily increasing number of teachers welcome the new educational goals and are striving hard to make them a reality, but they are still a minority facing strong opposition from colleagues and administrators who are either unenlightened or apathetic about the current and future needs of students. It seems that bold, forward-looking strides taken in tertiary-level teacher education curricula may have to be the catalyst for change. Unfortunately, advances currently being made in this area are very few.

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Conclusion

The guidelines the Mombukagakusho have been issuing and carrying out over the past 12 years, once realized, will have an profound effect on the country's social and economic development. They will allow the Japanese people and educators to understand themselves and the meaning of education in an entirely different way. The speed and effectiveness of the implementation of educational reform and teacher education are in direct proportion to Japan's success in effecting positive social transformation. ★

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NNS primary school teachers learning English with their students

ESSAY

Tim Murphey
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Yes, TESOL professionalism matters. However, it also needs scaffolding for professionals in other domains to meet cultural and situational zones of proximal development (ZPDs), those zones of flow when learning happens more than teaching. This scaffolding needs sensitivity to conditions that may seem unprofessional at first, especially perhaps in the EFL world.

One BIG challenge to our re-conceptualizing how we can have an impact on our profession internationally is the "cart before the horse" situation prompted by several Asian countries requiring the teaching of English before there are teachers capable of doing so. This short piece advocates that we develop materials and methods to acknowledge the situation of these teachers, and to support and encourage them as they themselves grow more professionally through their own learning and teaching of English. In some cases, this will require a shift in beliefs, strategies and methods, *our own* as well as those of the teachers and local administrators.

Can we teach things we have never learned?

Hired as a sports and language teacher in Switzerland in the early 1980's, I was required to take my students skiing weekly during the snow months. Being a professional teacher, I had motivational, organizational, and collaborative learning skills; but being from Florida I knew very little about skiing. I found myself learning with the students and from the students and organizing them so they could learn from one another. I found that they felt good about teaching me and their classmates, and watching me make mistakes. They enjoyed giving me feedback and I realized they were learning something much more valuable in the process.

Many of the students commented that they felt more relaxed trying new things afterwards because they saw I was trying to learn something new. I was making mistakes, and yet I persisted. They were modeling something much more important than a skill, they were modeling an attitude. For them, my incompetence in skiing made me a near peer role model. As they were teaching their friends and me, they



this will require a shift in beliefs, strategies and methods, our own as well as those of the teachers and local administrators.



said that they concentrated more on their own form, and began to notice some of the things they were doing more acutely. Several said that they learned more from teaching and co-learning than they had from simply being “directed” by their previous year’s “professional” ski-teacher.

... teachers should only present 10%, and allow students to practice interactively and collaboratively construct learning 90% of the time ...

I do not wish to demean the professional knowledge of our teaching profession (nor that of ski-teachers!) with this anecdote. However, with the emphasis more recently on participatory education and interactive language learning (Gibbons, 2002), the teacher’s role of creating effective structures for learning has been given more value. The pontifical “sage on the stage” cannot begin to create “maximum identity investment” on the part of students (Cummins, 2002) as a caring and sharing-in-the-learning process teacher can. Some teacher-researchers have gone so far as to suggest that teachers should present only 10%, and allow students to practise interactively and collaboratively construct learning 90% of the time (Polard, 2002).

Nancy Cloud listed, in her plenary presentation at TESOL 2002, what she thinks ESL and EFL primary school teachers need:

- *Sufficient proficiency to teach English
- *Adequate preparation
- *Know and enjoy teaching children
- *Use appropriate methods and materials
- *Guided by standards

the reality of the EFL situation in many Asian countries is that ministries of education are demanding that regular content-teachers in primary school teach English to their students with little or no training in English

I agree with all of these when they are possible. However, the reality of the EFL situation in many Asian countries is that ministries of education are demanding that regular content-teachers in primary school teach English with little or no training in English. Insisting that they have sufficient proficiency *first* will do little good when their principals are already telling them to add English to their curriculum. However, I do believe that most teachers have the other qualities.

On opportunity to Seize: Modeling strategies, attitudes and beliefs

These primary teachers, and they surely outnumber TESOL trained professionals, could be excellent near peer role models (Murphey and Arao, 2001) for their students as learners of a foreign language when they are encouraged to model risk-taking, appropriate persistence in the face of forgetting and errors, excitement over learning new things, and the collaborative playfulness that can stimulate their teaching and learning.



On the other hand, if primary school teachers believe that they must be perfect speakers before they speak English in class, pedagogy may revert to traditional grammar translation in the L1, teachers may develop and communicate negative attitudes toward learning English, and many will have missed an excellent opportunity to model effective learning beliefs, collaborative strategies for their students, and positive attitudes toward language learning.

Cloud also suggested a horizontal coordination for learning languages in school contexts in which bus drivers, administrators, and other teachers were conscious of reinforcing the learnings going on in classes. Primary school teachers are in positions to reinforce what they teach regularly throughout their daily contact with students, and could also scaffold learning first through other sheltered subjects such as physical education with TPR and through math, art, and music. Thus, English learning can go beyond exposure that an external specialist might give in just the designated hour.

I would like to make the somewhat radical suggestion that in this period of catching up, we encourage primary school teachers to learn English with their students in a collaborative learning project with specialized methods and materials (much of which still needs creating). I would like to see these teachers seize the opportunity to model effective beliefs, attitudes, and strategies for their students, an opportunity that perhaps is not so often available to teachers.

Convincing TESOL professionals and local administrators that it is appropriate for these teachers to learn with their students as near peer role models may take some work—perhaps more than that required to convince the teachers themselves. However, when compared to the probable alternative of having teachers model a dis-taste for language learning for many years, it is well worth a try. Seizing the opportunity to model effective learning, while scaffolding thinking and learning skills for their students, potentially can reinvigorate primary school teaching. It may in fact be something we all might want to consider doing in our own contexts. Modeling learning as opposed to teaching, now there's an idea to think about. ★



Seizing the opportunity to model effective learning, while scaffolding thinking and learning skills for their students, potentially can reinvigorate primary school teaching.

Modeling learning as opposed to teaching, now there's an idea to think about.



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***audiotapes available from: <http://www.ftwood.com/onsite/tesol/index.shtml>
or email: edprograms@tesol.org

NOTICE

The Journal of Changing Asian Foreign Language Education (CAFLE)

CAFLE seeks to study and explore the changing landscape of education in Asian countries, promote positive change, create awareness of needed change, suggest alternatives, and report on change efforts both successful and unsuccessful. We wish to give impetus to positive change through highlighting change efforts and innovation in the region and through giving contrast frames of reference. For this to happen, we will need contributions from many foreign language educators throughout Asia, and look forward to your contributions.

At its core, the purpose of CAFLE is to invite more open communication and appropriate risk-taking among the stakeholders who are presently involved in foreign language education in Asia. We hope especially to create a privileged place for the voices of students and teachers through their own narratives and reports about their own experiences.

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JASCD Annual Conference: "6+1 Traits Writing"

CONFERENCE REVIEW

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The Annual Japan Association for Supervision and Curriculum Development (JASCD) Conference was held this year in March. One of five workshops held was two and a half day workshop entitled "6+1 Traits Writing", given by Ken Brock of the Assessment Program at Northwest Regional Educational Laboratory, Oregon.



At JASCD: A writing workshop

Some of you may remember the e-mail sent out earlier this year regarding the JASCD Conference being held in Tokyo in March. I took note and followed the links provided in several e-mails, but wasn't sure the conference would be useful for someone teaching general English classes in a Japanese college. However, after reading the workshop descriptions and receiving a welcome letter from one of the coordinators, I decided to sign up for the workshop titled "6+1 Traits Writing". This workshop would introduce participants to analytic tools for assessing writing across the curriculum and was aimed at teachers in all grade levels. This was enough to get me on the train to Tokyo on March first.

I thought back to my own junior/high school days and to the mystifying comments in the margins of compositions such as "vague" "unclear", or "be more specific". Despite my own uncertainty about this kind of assessment language, I found myself falling back on it with my students when I began teaching writing classes at a Japanese university a number of years ago. My poor students! I have tried to improve on my assessment techniques through workshops and reading, but I still feel in need of a more specific set of guidelines to assess student writing and help students learn to revise effectively. But what would it look like? I was hoping this workshop would provide some hints.

I thought back to my own junior/high school days and to the mystifying comments in the margins of compositions such as "vague" "unclear", or "be more specific".

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... as teachers, we each have our own "language" or scale for evaluating these traits or criteria, as my high school teacher exemplified in comments like "vague" or "be more specific". The problem is that this is often an internal, subjective language that is not always obvious to the learner.

The purpose of the workshop was to train teachers to use the 6+1TRAITS model for writing assessment and instruction. Let me start with an explanation of the model – what it assesses and how – and then how this helps teachers guide students to evaluate their own writing and make revisions. I will conclude with some comments on its drawbacks. I only have space to cover some of the major points, but I hope this gives enough background to fuel discussion on what writing teachers in EFL/ESL use as assessment tools and how these might be improved.

The six traits or dimensions of writing are: ideas (the content of the writing, the main themes and the details to support them); organization (the internal structure of the writing, the logical patterning of ideas); voice (the heart and soul of the writer expressed on paper); word choice (the use of rich, precise language); sentence fluency (the rhythm and flow of language); and conventions (spelling, grammar, punctuation, paragraphing). The +1 is for presentation (the form and layout of the text). At this point you are probably thinking that these aspects of writing are neither surprising nor unusual. Frankly, that was also my initial reaction. However, as the presenter went on, I began to see that the real purpose was to make evaluation and instruction more objective and transparent. Put another way, as teachers, we each have our own "language" or scale for evaluating these traits or criteria, as my high school teacher exemplified in comments such as "vague" or "be more specific". The problem is that this is often an internal, subjective language that is not always obvious to the learner.

The TRAITS assessment model sets out to make the normally subjective evaluation process and criteria more objective and transparent in two ways. The first step is to evaluate each trait one at a time. This does not mean that the teacher cannot give an overall grade for a paper or respond with a general comment like, "I really enjoyed reading this". Rather, the intention is to focus teacher and student attention on a specific aspect of the writing, for example, organization, to see where improvements might be necessary. This narrows the evaluation of performance and revision to a more manageable scope and size.



The second way that assessment is made objective is by adhering to a scoring guide for each trait. The scale runs from 5 (strong: shows control and skill in this trait) to 1 (writer not yet showing any control). Within each rank from 5 to 1 there are 4 or 5 specific criteria that the writing must exhibit in order to receive a specific score. Here's an example of a rating of 1 for organization: a) there is no real introduction to set up what follows, no conclusion to wrap things up; b) connections between ideas are confusing; c) sequencing needs work; d) pacing feels awkward; e) no title is present; f) problems with organization make it hard to grasp the main point. At the opposite end would be a 5, which is characterized by an inviting introduction, a satisfying conclusion, thoughtful transitions, and down the list.



What I have talked about so far is the hardware of this model. How is it actually used in the classroom? The scoring guide is intended to be shared by both teacher and student. Establishing a common language for talking about writing helps build rapport – both teacher and student are involved in the evaluation process. Since the evaluation criteria are open and known to everyone, it would be possible to discuss how successful an essay was at meeting the criteria, or where more work might be necessary. Students could discuss the criteria in groups or in teacher-student conferences. The shared set of criteria also helps students and teachers chart progress. Even successfully meeting limited goals, such as including a title or an introduction, can be seen as a positive improvement.

Drawbacks

As I listened to the presentation, at times I felt overwhelmed by the complexity of this model. The presenter emphasized that there is no need to adopt the model all at once, or all parts of it. Although I was impressed with the scope and depth of the scoring

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Founded in 1991, JASCD is an affiliate of the international, non-profit ASCD. It provides professional development opportunities for teachers in Japan. I believe EFL and ESL teachers would find some of the workshops at the annual conference both relevant and stimulating. The conference is held at the beginning of March every year.

www.jascd.org



guide, I was not convinced that it would be feasible to use with busy teaching workloads. It looks time consuming. The presenter assured us that as a teacher becomes more familiar with the traits and what to look for, he or she could go through papers quickly. Another problem was in actually applying these criteria to real writing. Although the assessment of the traits is understandable in the abstract, it does take some time to identify those qualities or lack of them in a paper. Again the presenter reassured us that this assessment tool should be shared with other teachers. In an EFL setting it might be possible to discuss papers from different classes with colleagues and come to some understanding of how different teachers interpret the criteria in relation to specific pieces of writing.

Some of the traits would be inappropriate for assessing lower level EFL writing. I had trouble seeing how I could explain "voice" or "sentence fluency". "Voice" is the "heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming out through the words." Sentence fluency is the "rhythm and flow of language, the sound of word patterns". The scoring guide breaks these down into more concrete aspects of writing, but I think this would require a sophisticated knowledge of English to be able to grasp, much less apply when writing. With an intermediate level class, it might be possible to demonstrate these aspects of writing, but not expect students to be able to incorporate these traits into their work. However, other traits such as organization or ideas/content definitely have a place in an EFL writing classroom even at an early stage of writing, and can be objectively and concretely demonstrated and discussed.

The final verdict? While I remain enthusiastic about the spirit of this assessment model, modification and adaptation would be needed for use in an EFL setting. Most students I work with would probably get 1's (shows no control) all across the board. Perhaps a 2 or 3 might show up occasionally (shows some control, emerging). How far my students could go in a year is an unanswered question, but it has given me a way to untangle the different elements of writing and set objective guidelines for evaluation and revision.★

Facilitating development opportunities for JHS/SHS teachers in Shiga Prefecture

Boyce Watkins

The Japan Center for Michigan Universities, Hikone

**STIMULATING
PROFESSIONAL
DEVELOPMENT
SERIES**

Introduction

In August, the Japan Center for Michigan Universities (JCMU) in Hikone, Shiga Prefecture, will begin the 13th of an annual in-service series of teacher development workshops for Prefectural Japanese Teachers of English (JTEs). In its first 12 years, more than 500 Shiga Prefectural junior and senior high school JTEs and some 200 JET Program Assistant Language Teachers (ALTs) have participated in the workshops. This article provides a brief description of the program, the development opportunities it offers, and some of the issues it currently faces.

History and background of the JCMU Workshops

The Japan Center was established in 1989 to commemorate the 20th anniversary of the sister-state relationship between the state of Michigan and Shiga Prefecture. Administered by Michigan State University (MSU) on behalf of a consortium of Michigan's 15 public universities, JCMU operates a two-track academic program: an intensive study-abroad Japanese language course for American university students, as well as an English language program, serving the citizens of Shiga Prefecture. An important component of the English language program is the Shiga Prefecture Junior/Senior High School English Teacher Development Workshop Series, held annually at the JCMU facility in Hikone.

This was originally conceived as a language training course. Classes were scheduled to meet for two hours once a week in the evening over a 22-week period. Enrollment was voluntary, and two-thirds of the class tuition was subsidized by the Prefecture, with participating teachers paying the balance of the course fees. The initial course enrolled 53 teachers, who were given the MSU English Language Center (ELC) placement test and divided into 3 classes



In its first 12 years, more than 500 Shiga Prefectural junior and senior high school JTEs and some 200 JET Program Assistant Language Teachers ALTs have participated in the workshops.



according to their English proficiency. In the first years of the program, junior and senior high school teachers were mixed; in subsequent years they were separated.

The principal goal in each level of the course was the development of English proficiency. The focus of the lowest level class was on developing strategies for improving basic listening and speaking skills, with the bulk of class time given to task-based pair and group-work activities. In both the intermediate and advanced level classes, classes focused on developing fluency through a study of English teaching methods and techniques. Students were assigned readings, and instructors presented mini-lectures and discussions on SLA theory, language teaching methods and approaches.

Evaluations completed by participants at the end of the course in the first years of the program revealed that while teachers were pleased with the opportunity to develop their English language skills and gratified to learn more about the theory, research, and varying approaches to language teaching/learning, they wanted content that was less theoretical, and more practical to their needs. It was also apparent that teachers hoped for a course that could be more intensive in terms of time, with many pointing out the difficulty of attending regularly in the evening. They suggested that full or half-day sessions be scheduled during summer or spring breaks.

By the third year of the program, the Shiga Board of Education (BOE) proposed an alternative format for the course. Enrollment would continue to be voluntary, but all fees would be subsidized by the Prefecture, including transportation costs for the participating teachers. JHS and SHS teachers would be separated. Eight full-day sessions, with two 3-hour workshops, would be held for each group. The BOE asked that at least three workshop days be conducted during the summer break, while the remaining sessions would be held over the following months. Together with the development of English language proficiency, the program's goals would be to offer training in how to design and introduce communicative activities to classrooms, and to provide teachers with

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ideas for more effectively utilizing and integrating team teaching into their classrooms. In addition to the JTEs, who would participate in all 48 hours of an annual program, approximately 20 JET Program ALTs would also be invited to participate in one full-day workshop, which would be devoted to team teaching. Until last year, when Prefectural budget cuts resulted in a reduction from 8 to 7 workshop days for both junior and senior high teachers (48 hours cut to 42), the program format has remained essentially the same.

Development Opportunities

In organizing the series, we use feedback both from exit evaluations done at the conclusion of the previous series, and questionnaires completed in the initial orientation at the beginning of a new series. Questionnaires include a list of topics/themes through which participants express preferences and concerns regarding workshop content. The feedback is used in planning, and workshops are centered around areas of common participant interest. In recent years, participants have requested and received seminars dealing with topics such as creating role-play activities, teaching listening, designing communicative activities for Mombukagakusho-approved textbooks, using song and music, video-based language lessons, pronunciation games, and teaching grammar communicatively. Giving teacher-participants a hand in the selection of topics strengthens motivation and interest.

During the series, each teacher collaborates with 2-3 other teachers in planning and organizing a communicative activity or set of activities (30-40 minutes) that is presented in class, first to another small group of students, then later to the entire workshop group. Groups are encouraged to create presentations utilizing methods or techniques that have been introduced in earlier workshops. One group last year, for example, created a worksheet and short follow-up speaking activity built



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An integral and extremely popular feature of the series is the participation of specially invited guest presenters. Each year we invite six to eight guest speakers to offer presentations on a variety of topics



Exposing the Shiga workshop participants to the broad range of teaching styles, approaches, and language teaching themes/issues that the guest presenters bring to the workshops has been one of the most valuable features of the program series.

around a short episode of the Mr. Bean video series. The inspiration for the activities came from an earlier workshop, focusing on ways that video can be used in the classroom.

The aim is to build confidence in presenting ideas in English, while getting teachers to assume responsibility for demonstrating how they might incorporate ideas or techniques from the workshops into their own lessons. Small group collaboration allows them to share and develop ideas, without the stress that might occur if they were required to present individually. The “dry run” of presenting initially to another small group gives teachers the chance to practise and build confidence before presenting to the larger group.

An integral and extremely popular feature of the series is the participation of specially invited guest presenters. Each year we invite six to eight guest speakers to offer presentations on a variety of topics, reflecting their own areas of interest and expertise, and representing themes that we believe will be of value to workshop participants. Most guests teach at colleges and universities throughout Japan, and many have themselves taught in Japanese junior or senior high schools, bringing with them a first-hand appreciation for the realities and conditions of teaching in these environments. Many others, such as Andy Barfield, Kip Cates, Tim Murphey, Jim Kahny, and Steve Cornwell, are highly-regarded educators familiar to most JALT and TE SIG members for their support of and commitment to professional development activities.

Exposing the Shiga workshop participants to the broad range of teaching styles, approaches, and language teaching themes/issues that the guest presenters bring to the workshops has been one of the most valuable features of the program series. A remark made in an evaluation of Andy Barfield's December 2001 workshop on Extensive/Graded Reading is typical of the impression many guest speakers make and the awareness they stir among workshop participants: “When I saw the title



for this seminar, I was confused and wondered what 'Extensive Reading' was. I was not sure it would be interesting or useful, but I learned how important reading must be for students. I want to find ways to use these ideas in my classes."

Each year, we make a conscious effort to ensure that at least one of our guests is him/herself a Japanese teacher of English. Tim Murphey has written eloquently and enthusiastically about the value and influence that nonnative English-speaking role models can have on other nonnative learners (Murphey, 1996 & 1998; Murphey and Sasaki, 1997). The response of Shiga workshop participants to the nonnative English-speaking guests lends vigorous support to that notion. When Atsuko Kashiwagi of Showa Women's College presented at the JCMU workshops, a participant wrote that "I enjoyed her presentation and I got many ideas for teaching listening. She speaks impressive and admirable English and she makes me want to study English more." Expressing similar sentiments, another participant wrote of Mayumi Hamada's September 2001 JCMU presentation on video: "The ideas she gave us were practical and will be fun for my students. But also, I felt so comfortable that I forgot she used English in the seminar. I want to do that in my classes, too." I believe, and Murphey might agree, that these folks provide the kind of inspiration and motivation that is at the heart of promoting greater proactive behavior among JTEs.

In the 7 years that I have been involved, enrollment in the series has averaged 36 teachers, with nearly half participating several times and 25 percent enrolling in each of the last 5 years. Admittedly, these teachers represent only a fraction of the prefecture's JHS and SHS English teachers. Nonetheless, their continued enthusiasm for the workshops suggests that a significant number of those who participate find the effort worthwhile. Writing in last year's exit survey, a JHS teacher expressed what appears to be a relatively common view of the program: "Every year I learn a lot of new ideas here. I am simply very happy that I can use English all day and I can meet so many diligent and ambitious teachers. I think more teachers should come to the workshops."



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Some teachers have also pointed out that, as a series of intensive, full-day sessions, the program gives them opportunities to meet others with similar motivations and aspirations, helping to create a collegial atmosphere that may not exist in their own schools. As one SHS teacher put it, "At my school, teachers are too busy to with their own classes, club activities and school documents (read: paperwork) to talk about how to develop our classes. Also, some teachers are not interested in changing their classes." For this teacher and others like her, the workshops offer a valuable networking and development opportunity, even if limited, that is unavailable elsewhere.

Issues and the future

The sharing and collegiality is by no means universal, nor even widespread. I suspect the workshop routine is very familiar to any conference attendee: take in a number of invigorating presentations and leave the conference excited, ready to try out several new ideas, determined to establish ties with some of those folks, newly-met, whose *meishi* now fill one's pocket. It doesn't take long, though, to return to ordinary routines and fall back into familiar teaching patterns. I am convinced that, for small numbers of teachers, seminars like those held at JCMU are of immense value for promoting development, I question, however, the extent to the which most participants, aside from incorporating an isolated activity or two into a class, alter entrenched classroom behavior and teaching practices.

We have had our lowest-ever workshop enrollments in the last two years (33 and 30 respectively), and recruiting teachers to the series has been increasingly more difficult. The problem may be, in part, due to geography: Lake Biwa, Japan's largest fresh-water lake, lies in the center of the prefecture, making travel to and from Hikone time-consuming for many would-be participants. Attitudinal beliefs may also be at work, as many JTEs may have attended other government-sponsored training programs and come away feeling they were uninteresting and of little value (Okada, 1996; Browne and Wada, 1998).

A larger problem, however, may be the inconsistent support given the workshops by the Shiga Board of Education. Granted, the workshops were created at the behest of the BOE and are fully (and generously) funded by the Prefecture. However, the Board's effort to promote and recruit teachers seems to amount to little more than distributing a flyer each spring, calling for applications to that year's workshop series. Regrettably, many teachers report that they were



not even aware of the workshops and only learned of them from colleagues or friends. One wonders how many teachers are not getting the word and why the message is not better disseminated, or why there is not greater follow-up to ensure that teachers are aware of the development opportunity. Some teachers undoubtedly have difficulty convincing school administrators that they should be released to attend, while others may fear that co-workers in their schools are resistant, believing they will have to fill in for the absent colleague.



A study by Lamie shows that JTEs feel the most effective method of promoting change in teacher awareness and behavior comes through in-service training. She adds that JTEs, "were adamant that the issue of continuing professional development should be addressed by the government" (Lamie, 2000, p. 42). Whatever success we may have had at JCMU in facilitating JTE teacher development needs to be bolstered by greater support of not only the Shiga Board of Education, but by local school administrators and other teachers as well. Without it, too many teachers may lack opportunities to take even the first small steps toward growth and change. ★



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INTERVIEW**Interviewing Kathleen Graves**

Brian Long

Kyoto University of Foreign Studies

Kathleen Graves will be will be one of this year's Featured Speakers at JALT 2002 in Shizuoka in November. She is being jointly sponsored by Thomson Learning, The School for International Training (SIT), and the Teacher Education SIG.

Prof. Graves has been a member of the SIT faculty since 1982, and she teaches courses in language teaching methodology, applied linguistics, and curriculum design.

Prof. Graves has been a member of the SIT faculty since 1982, and she teaches courses in language teaching methodology, applied linguistics, and curriculum design. She has authored and co-authored numerous textbooks, as well as two books on language curriculum and course design. One of her books, *Designing Language Courses: A Guide for Teachers*, is part of the popular Teacher Source Series published by Heinle & Heinle, a division of Thomson Learning. A former chair of the TESOL Publications Committee, she consults internationally on language curriculum design and teacher education.

The Teacher Education SIG is very excited to have the opportunity to co-host Ms. Graves. People with questions regarding her stay in Japan or volunteers to help those arranging her itinerary please contact Brian Long at <blong@gol.com>.

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What has always struck me about Kathleen is her energy, wit, and her love for what she does, namely, working in the field of ESOL.

I first met Kathleen Graves when I was a student in the Master's of Arts in Teaching program at the School for International Training in 1993 - 1994. Kathleen was my student advisor as well as my teacher, in a class called 'Teaching the English Language'. More recently she was one of the designers of the SIT TESOL Certificate for which I am a trainer here in Kyoto.

What has always struck me about Kathleen is her energy, wit, and her love for what she does, namely, working in the field of ESOL. I was very happy that she had the time to do this interview while working at completing her Ph.D. As she has written extensively on ESOL theory and teacher training, I wanted to use this as an opportunity for readers to get know her the way many of her students on the Hill have and to see how her background has led her to her current research for her Ph.D.



Brian: Tell me a little bit about your own professional development.

Kathleen: Like most teacher educators, I started out as a teacher. Or, actually, I started out as a learner. I was studying Chinese in Taiwan on an independent study program through my university and volunteered to teach English in a community program. I enjoyed the teaching so much that I decided not to apply to graduate school in Chinese literature but to get a Master's in TESOL.

Brian: It's amazing how similar so many of our paths are. I've met a lot of people who originally got into teaching as means to travel and see the world, but then enjoyed it so much that they decided to keep at it.

Kathleen: Yes, it is very similar! I loved the opportunity to get to know people. It felt very much like a two-way exchange because we--my students and I-- were both learning from and about each other. I actually learned much more about people's lives and culture in my English classes than in my Chinese classes! One of my students invited me to live with her family and that was a wonderful experience. I learned a lot about myself, too. But I also realized that I didn't know very much about teaching and that if I wanted to do it well, as a profession, I needed to get an MA. And so I got my MA at the School for International Training (SIT), something else we have in common.

Brian: How did your experience at SIT mold your current philosophy?

Kathleen: As you know, being a graduate of SIT, it's a stimulating place to study because students are expected to take so much initiative. I was introduced to challenging but fundamental ideas about learning and the relationship between teaching and learning, such as Gattegno's notion that 'teaching should be subordinated to learning' or 'the student works on the language, the teacher works on the student.' Curran's ideas that learning is a 'whole person' experience that happens in community.



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Brian: And this is what interested you in teacher training?

Kathleen: It was actually the combination of CLL (Community Language Learning) and Chinese that got me started in teacher training. SIT gave summer institutes in the late 1970's that introduced people to different methods such as Silent Way and Community Language Learning. Participants studied a language using each method. I was asked to teach Chinese using CLL. And then, when I came to Japan in 1979, my first presentation at JALT was an introduction to CLL in which I taught a short Chinese lesson. I would say that I really got into teacher development while I lived in Japan from 1979 to 1982.

Brian: For me, SIT was such a different experience because, for the first time, I was in a learner-centered environment. The theories of people like Curran, Gattegno, Friere, Kolb, and Dewey were not only taught but put into practice. It was vastly different from what I grew up with, what I had been exposed to, how was I conditioned in the classroom. Very few people, relatively speaking, ever get exposed to these ideas or have this experience. Any thoughts on this?

Kathleen: Your phrase 'how we're conditioned in the classroom' speaks very much to what I'm involved in right now. As you know, I'm working on my Ph.D. at Lancaster University in the UK. My research focuses on how classrooms are social practices and particularly the nature of language classrooms as social practices. The concept of social practices comes from socio-cultural theory, which traces its roots to Vygotsky and his associates in the early part of the 20th century. We all are members of ongoing social practices such as our jobs (or hobby groups or sports teams). For example, my daughter is a member of the high school chorus and we attend the seasonal chorus performances every year. Even though it drops and adds new members each year, it is still recognizably the high school chorus. She learned to be a member of the chorus by being a member of the chorus-- learning by doing, first in a kind of apprentice role, since she gets better each year (we hope) and then as a kind of 'mentor' to the new members. So this is true experiential learning.



Kathleen: Classroom practices are different from ongoing practices because they have beginnings and endings (the semester or term) and because they are supposed to prepare you for something outside of the practice. In most other practices we learn by doing the practice and the practice is an end in itself. So my daughter is in the chorus to be in the chorus, not to prepare for something else.

Brian: Would it be that difficult to bring classroom and ongoing practices more into alignment?

Kathleen: Even though they may not be ongoing practices, classrooms are practices in their own right: they have a recognizable purpose, members, tools and activities. If you look at a classroom not just as a step to something outside of the classroom but as a practice in its own right, you start to focus on notions like participation, learning with others, activities, and access to tools. If you take your phrase 'how we're conditioned in the classroom', we tend to think of learning as an individual, mental process, not a participative, collaborative process, even though that's how we learn in almost every other practice.

Brian: So then it may not be as much of a jump to set up a classroom situation that is more closely aligned with ongoing practices. Is this what your research is centered around?

Kathleen: In my research I'm looking at how language learners participate in the practice of the class, what roles they play, how they have access to tools (or not), how they negotiate the activities so that they can accomplish them. I'm particularly interested in how the teacher sets up the structures of the practice: the activities, participation structures, access to tools. ★

Brian Long is a full-time lecturer at the Kyoto University of Foreign Studies. He is also a Teacher-Trainer for the SIT TESOL Certificate Course in Kyoto, Japan.



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SIT TESOL Certificate at Kyoto!!

July 23-August 16

<http://homepage.mac.com/tesolkyoto/>

The School for International Training's (SIT) **TESOL Certificate** is a 130-hour course which provides participants with professional knowledge and skills in Teaching English to Speakers of Other Languages (TESOL) as well as tools for their own reflection and growth as teachers. The course has been designed for teachers who wish to improve their qualifications for the world of ESOL teaching, and for more experienced teachers interested in improving their teaching through SIT's model for reflective teaching. Here in Japan, it is offered twice a year at the Kyoto Family YWCA. Brian Long (MAT-SIT) and Joshua Kurzweil (DELTA) are the trainers. The next session is July 23 to August 16.

The course provides practical training through teaching demonstrations, lesson planning and analysis, and practice teaching and feedback. Participants develop skills in **teaching, speaking, listening, reading, writing, grammar and culture**. The course begins with a brief look at second language acquisition through the experience of being a learner. Participants then examine specific teaching areas each day, which they apply in their daily practice teaching of adult ESOL learners. Participants gain skills in analysis through examining their lessons with SIT teacher trainers.

The SIT TESOL Certificate focuses on three main areas:

Learning

Participants engage in a language-learning experience in order to explore the relationship between language learning, teaching, and aspects of second language acquisition from the point of view of the learner. This experience provides the foundation for the examination of teaching practices.

Teaching

Participants examine the theory and practice of planning, teaching, grammar, culture, and assessing lessons in the four skills (speaking, listening, reading, and writing) through experiential activities, teaching demonstrations, discussions, lesson planning, materials development, and readings.

Classroom practices

Participants put their new knowledge and skills into practice through daily teaching sessions. Trainers observe and facilitate feedback sessions after these lessons. Participants learn to reflect on and assess their own teaching as well as to examine the teaching of their peers.



International Conferences

August



28-31. Lend Portonovo 2002, "Humanism in Language Teaching," Ancona, Italy. <<http://www.lend.it/portonovo2002>>

September

24-26. Curtin University of Technology International Conference, "Higher Education for the 21st Century," Miri, Sarawak, Malaysia. <<http://he21.curtin.edu.my>>

October

5-6. Korea TESOL (KOTESOL). 10th Korea TESOL International Conference, "Crossroads: Generational Change in ELT in Asia," Seoul, Korea. <<http://www.kotesol.org>>

11-13. INGED-ELEA. Conference, "Interchanges and Exchanges: Current Trends in ELT," Ankara, Turkey. <<http://www.inged-elea.org.tr>>

14-16. Hatyai City College and the Universiti Utara Malaysia International Conference, "The Challenge of Learning and Teaching in a Brave New World: Issues and Opportunities in Borderless Education," Hatyai, Thailand. <<http://www.uum.edu.my/colt1>>

November



8-10. English Teachers' Association-Republic of China and The Fourth Pan-Asian Conference / Eleventh International Symposium and Book Fair on English Teaching, "ELT in Asian Contexts: Four PCs in the 21st Century," Taipei, Taiwan. <<http://www.eta.org.tw>>

22-24. American Council on the Teaching of Foreign Languages (ACTFL). Conference, Salt Lake City, Utah. <<http://www.actfl.org>>

Japan Events Information

There are lots and lots of teacher development events on this summer in Japan!

The largest listing is at <<http://www.elcalendar.com/>>. This URL lists events that are organised by all groups in Japan, and also covers bookfairs. Groups listed include JALT, JACET, Oxford University Press, Nellies, David English House, Tokyo British Council Seminars, and Temple University Japan.

For JALT events, including chapter presentations, see <<http://jalt.org/calendar/>>.

For further non-Japan events, the TESOL Worldwide Calendar of Events has an extensive listing of events at <<http://www.tesol.org/saffil/calendar/calendar-full.html>>.

JALT2002: Waves of the Future

at Granship Conference Center, Shizuoka

22-24 November 2002

28th Annual JALT International Conference on Language Teaching/Learning
and JALT Junior, the 2nd Annual Teachers of Children Mini-conference

Visit us at JALT 2002, the largest and friendliest professional language
teacher-oriented academic conference in Japan!



Plenary Speakers

WILLIAM GRABE is a professor of English at Northern Arizona University, author of *The Theory and Practice of Writing* (with R. B. Kaplan, 1996) and the soon to be published book in the Longman series of Applied Linguistics in Action entitled *Reading* (with Fredricka Stoller). He is a leading researcher of L2 reading, writing and literacy.

JANE WILLIS is a Teaching Fellow in the Language Studies Unit in the School of Languages and European Studies at Aston University, Birmingham (UK). She's researched and published on task based learning and is the co-author of the just published Oxford imprint *English for Primary Teachers*, a language course for teachers of young learners.

JALT 2002 Waves of the Future

28th Annual Conference

Place:

Granship Conference Center,
Shizuoka

Dates:

Thursday November 21

Featured Speakers' Workshops

Friday November 22

to Sunday November 24

28th Annual Conference

Featured Speakers

- HENRY WIDDOWSON (Creativity and conformity in English teaching)
- KRISTOFER BAYNE (Written instructions in ELT materials)
- CURTIS KELLY (Theories and principles of teaching children)
- LANCE KNOWLES (Combining multimedia and classroom activities)
- MICHAEL ROST (Collaborating: Learning outside the classroom)
- KATHLEEN GRAVES (Developing a reflective practice through discipline collaboration)
- TERRY ROYCE (Developing visual literacy for the 21st century)
- ROBERT WARING (Principles and practice in vocabulary instruction)

Note: Each Featured Speaker Workshop is limited to 30 participants. They are popular events; sign up early to ensure that you will have a place.

Featured Speaker Workshops are held in Afternoon and Evening Sessions.

Conference Registration Information

Pre-Registration Dates: through October 22nd, 2002

<http://www.jalt.org/jalt2002>

Please check the JALT Web site for payment information, and for up-to-date information about fees, transportation, and accommodation.

Looking forward to seeing you in Shizuoka!!



AND NOW A WORD FROM ...
the TE SIG Coordinator

Dear TE SIG members,

It is summer once again, and at this time of year I often create time to take stock, re-evaluate and gain perspective on where I am headed both personally and professionally. For me that means attending classes, connecting with other teacher educators and catching up on reading and thinking without the distractions of my daily teaching routine.



When looking ahead to autumn, please note that the TE SIG has a major event on the horizon--Kathleen Graves' Featured Speaker Workshop and in-conference workshop at JALT 2002, Shizuoka. The conference registration information has appeared in the July TLT, and I would suggest registering early, especially for the Featured Speaker Workshops, as space is limited and attendance is on a first come, first served basis. Brian Long, the TE SIG Program Chair ("Brian Long" <blong@gol.com>), is Kathleen's liaison and would also like to schedule other events for Kathleen to participate in either before or after the conference to get the most of her stay here. If you are interested in hosting Kathleen or helping out in any way, please contact Brian.

Do you have any other ideas for workshops, mini-conferences, guest speakers, etc. for the TE SIG? All suggestions are very welcome and the TE SIG officers are happy to work with you to put your ideas into action. However, we cannot do much if no one provides any input. We are looking forward to hearing from you.

Finally, there are lots and lots of interesting teacher training events in Japan this summer. Please refer to <http://www.elcalendar.com/> for a complete listing! Have a great summer! ✨

Miriam Black
Teacher Education SIG Coordinator
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**Explorations in
Teacher Education**

Newsletter of the
Japan Association of
Language Teachers
Teacher Education
Special Interest Group
(TE SIG)

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Explorations in Teacher Education - Autumn 2002

CALL FOR PAPERS

**'Explorations in Teacher Education' explores teacher development
issues relating to Japan and Asia.**

The Editors are seeking research articles (up to 2500 words), essays (up to 2000 words), conference reviews and book reviews (up to 1500 words).

We are also interested in accounts of pre-service and in-service teacher development networks and workshops in Japan and Asia, as part of the Stimulating Professional Development Series (up to 3000 words).

Announcements of future teacher development events and meetings are also welcome, as are contributions from non-native speakers.

Contact: Robert Croker croker@nanzan-u.ac.jp

Deadline: 1 September 2002.

What is the Teacher Education SIG?

A network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively, the TE SIG has been active since 1993. Our members teach at universities, high schools, and language centres both in Japan and other countries. The TE SIG focuses on five areas: action research, teacher reflection, peer-based development, teacher motivation, and teacher training and supervision.

We welcome new members! We look forward to seeing you at our **SIG AGM** (Annual General Meeting) at the JALT2002 Annual Conference in Shizuoka in November (see page 30). Please also join us for our **SIG Party**. Further information in the Autumn 2002 issue of the newsletter.

If you would like further information about the TE SIG, please contact:

TE SIG Coordinator, Miriam Black <miriamblacktesig@yahoo.com> (see page 31)

TE SIG Membership Officer, Tim Ashwell <tashwell@komazawa-u.ac.jp> ★

