

FD News-N-Things



50th Year

A Bilingual Newsletter for the Teaching Staff
of International Christian University, Tokyo, Japan

Vol. 8, No. 1
June 2003

Published by the Office of Faculty Development, College of Liberal Arts, International Christian University
Administration Building Room 103, 10-2, Osawa 3-chome, Mitaka-shi, Tokyo 181-8585 Japan
Phone: (0422) 33-3639 FAX: (0422) 33-3639 Email: fd-support@icu.ac.jp

Making TES Trustworthy

Hiroshi Suzuki, FD Director
(Natural Sciences)

I became the director of Faculty Development (FD) this April. The daily routine work related to the ICU's faculty development is managed by four staff members, including me: Ms. Kiyomi Murakoshi (a general staff member, who also works for the College-wide program), Mr. Ken Ueki, a part-time assistant, and Ms. Yuko Inoue, a part-time clerical assistant. Major policies are discussed and decided in the FD Committee Meeting, which is placed under the Faculty Meeting. The FD office was launched in accordance with the decision adopted by the Faculty Meeting in December 2001. The committee members are the representatives of all the divisions of CLA, ELP, JLP, PE, along with the Assistant Dean (Professor Iwakiri as of this year).

Since arriving at my post, I have had several chances to talk to Professor Steele, the CLA Dean, as well as my fellow professors who have worked as the FD directors before. Asked what it is that matters the most in faculty development, some of them coincidentally told me that it is trust: to be a support team trusted by the faculty. Among several things that I would like to share with you regarding faculty development, I would like to take this opportunity to explain my understanding and policy about the Teaching Effective Survey (TES). I will also write about its revision and the place of TES in education at ICU.

MAKING THE "TES" RESULTS PUBLIC

The results of the TES as well as student comments of the Fall term, 2002, were made public on the ICU internal website, the so-called W3 at the end of this March. Having received some negative comments concerning how and where we decided to post the TES results, we had the very first FD meeting this year discussing this matter.

ICU has long been conducting the survey of student

evaluation. Though this survey, when first launched in 1989, was conducted only in the General Education courses, it was then applied in the Foundation courses as well in 1997. It has not been so long since the survey was first implemented in all courses at ICU. That was in the spring of 2000. The name of the survey was changed to the Teaching Effective Survey (TES), which gave us a fresh start.

In February 2001, the Faculty Meeting adopted a resolution to make the TES public. In response to this resolution, the TES results in the printed form have been made public in the FD office since the Spring term of 2001. Furthermore, in October 2001, a proposal to put the TES results on the ICU's internal website was submitted to the Faculty Meeting. After a series of debates, it was decided to publish the TES results on W3. The detailed content of this resolution appears in Vol. 6 of the FD newsletter, *News-N-Things*, published in January 2002, as well as on the FD's page in W3.

Let me explain the current situation surrounding the TES (as of the beginning of June 2003). As those who frequently refer to the syllabi posted on W3 know well, they are categorized into the terms. The overall statistics of the TES conducted in Fall term, 2002, for example, were posted in the section of the same term and year.

Choosing one specific syllabus, you would see the TES results, the statistics, student comments and the instructor's comment in this order. The student comments were posted as the answers to the following two questions: what are the helpful aspects of this course? And what needs to be improved in this course? In principle, the student comments are the same as the printed results that instructors receive.

Following the procedure for class registration, students would come across the TES results posted in

the same section in which they looked for the syllabus of the course they wish to take. The negative comments that we have received point out that this process would not enhance the quality of the courses offered at ICU but would inevitably encourage students to rank instructors when choosing courses. They argue that whatever trust instructors have in teaching would be threatened, which would cause them not only emotional distress but also additional hindrance in courses they teach.

Having taken these comments into serious consideration, the FD Committee decided to remove the TES results from the syllabi section and post them on the FD's page. This way, we concluded that the principle of the TES, which is to improve the quality of the courses offered at ICU, would be better carried out. Though we are still working on this modification, I think the TES will be made public in the new form described above by the time you receive this newsletter.

At the present time, those who do not wish to conduct the TES in the courses they teach at all or to make their TES results public, are asked to submit their comments in the designated form. Now that the TES is still in the process of development, we feel it necessary to fully explain the optional choices of not conducting the TES at all and not making the TES results public. Furthermore, we plan to go over possible measures to avoid any unfairness caused by choosing a negative attitude toward the TES. In this regard, we have decided to offer a new option that allows the results to be made public but not to be posted on W3.

In the designated survey sheet currently used, students are asked to write their comments separately in two columns, one for helpful aspects and the other for improvements of the course. Because of this style, the results, which are also listed separately, lacks coherence of both positive and negative comments suggested by the same student. In order to clear this problem, we hope to reorganize the survey sheet to show all the results listed in one column.

In conducting the TES, we believe that one of the challenges is how we maintain interactive communication with students. We try to present student comments along with instructors' responses. This, unfortunately, is a rare case and there are always only a few comments submitted from instructors. We received even fewer comments in the previous term, which we suspect was partly because we asked them to do so at the busiest time of the term. The deadline is set in order to process the TES publication expediently, however we will still accept your comments after the deadline. Our recognition of the TES is that the whole procedure for publicizing the TES is not completed, unless the results are presented with instructors' responses to student comments and to the TES results.

Second of all, as a way to maintain active communication with students, it is necessary to explain to students that the TES is still in the process of development. We hope that this will help create a framework of cooperation in the ICU community to increase the level of education as a whole. In order to achieve this goal, we decided to set up the time in the New Students Retreat to explain the TES. We hope this gives us a chance to ask for students' constructive opinions as well as cooperation in the TES.

WHERE THE TES IS PLACED IN EDUCATION OF ICU

The TES aims to improve not only the quality of each course but also the university curriculum as a whole by comprehensively analyzing various problems in class. To fully concentrate on improving the TES itself and seeking effective use of its results, we have gained the understanding of the Administration that the TES results will not be used for the purpose of teacher evaluation for a time. For more information, please refer to the report of the Faculty Meeting held in May.

ICU has been long exploring ways such as comment sheets to promote better communication in class between students and the faculty. We have surely cultivated an idea that we should try to make the next session better than the last one. I believe that ways such as effective use of comments sheets will materialize the purpose of improving courses. Seen in that light, anything that is carried out after courses are finished such as the TES, seems only a secondary measure. Yet, serving its own purposes, the TES allows students to write comments that they feel hesitant to on in-class comment sheets. Moreover, as the former Dean Masao Okano points out, the TES serves to overlook the whole curriculum so as to ensure that it is carried out appropriately and also how students perceive their studies in it. Problems that are beyond the power of one single person are often pointed out. Comments about courses that are taught by part-time instructors reveal problems, some of which call for our immediate attention.

It is true that students do depend on the published results of the TES as a source when choosing courses to take. As the TES aims to improve the quality of the courses, it is then quite natural that the more problems students find in a course, the more comments and remarks it receives. When the results of statistical figures that we receive are more or less good, and yet many things are listed for improvements, we should basically be happy. Though you often feel uncomfortable reading student comments, that does not allow us to shut our eyes to the aspect of the TES that it raises our consciousness and makes us see urgent issues in courses we teach.

I understand that some of us feel hesitant to see the

TES results of the courses taught by fellow professors. I actually learn a lot from seeing the TES results of courses taught by others. Similarly, I think that students who choose to read comments other than their own, learn to see the courses they have taken more objectively as they reflect on them. As I understand that the TES publication as well as how it is best utilized needs to be thoroughly discussed in the FD Committee, I truly hope that the TES will be shared by the whole ICU community and our efforts will someday bear fruit.

As a support team of faculty development trusted by the faculty, we will try to do our best to offer the TES that they depend on and find as a reliable source. Your continued cooperation is sincerely appreciated. In case you came to express your opinions and I didn't seem to follow you or we didn't seem to come to a mutual

understanding, please do not give up: I hope you decide to come back to talk to me. Though I sometimes doubt if I am equal to the task assigned to me, I hope to learn slowly but surely how to receive and respond to your ideas. I appreciate your support and encouragement.

Though I have concentrated only on the matters related to the TES in this article, there are more things that the FD committee should be engaged. I once heard that the word, faculty development, comes from the notion that faculty members are not disciplined but developed. It is our mutual wish to make ICU a place where we share and learn from each other. We continually appreciate your cooperation, support, encouragement and advice. We are willing to come to hear your opinions about our activities. Thank you.

(English translation provided by FD office)



Shouichiro Iwakiri, Assistant Dean CLA
(Humanities)

Since this April, I have been Assistant Dean, taking over the position after Prof. Nishio. Over the next two years, I will be in charge of overseeing the College Wide Program, which includes General Education (GE).

GE is placed at the core of ICU's liberal arts education program. However, it now faces various problems such as for example an increase in class size. It is, furthermore, getting more and more difficult to secure the appropriate number of courses, and there is also the problem of how to reorganize the entire GE program in general. What all these problems suggest is that we need to reconsider where GE should be placed ideally in the education at ICU.

To meet these challenges, the GE Committee has developed a reform plan for GE and is currently awaiting the necessary approval. Your understanding in relation to this matter is sincerely appreciated.

Allow me to elaborate on the rearrangement of the College Wide Program (CP). Please refer to the table below to see how GE is implemented in the education at ICU.

Senior	Major / Senior Thesis		PE	GE
Junior	Major			
Sophomore	ELP • JLP / Foundation			
Freshmen	ELP • JLP	Foundation		

As can be seen from this table, GE does not set a time limit for students. They are not required to complete the credits allocated to GE within their freshman and sophomore years. With a few exceptions, GE is in principle, at least from a teaching perspective, arranged to correspond to the level of students of all grades.

For the categories, GE follows the university's traditional classification of H/SS/NS and CP. You might think that this classification seems a little old-fashioned in the scheme of the modern scholarship. Nevertheless, it is important to see that these categories do not correspond to the names of divisions at ICU.

In the reform plan mentioned above the committee proposes that a substantial number of the CP courses, that have become to abundant, should be sorted into the categories of H/SS/NS. The proposed change is expected not to cause any change in the timetable. GE Committee members will contact teachers in charge of the courses in question directly to discuss this "category shifting." The committee avails itself of this opportunity to encourage teachers, who are not currently teaching any GE courses, to consider offering such courses in the future.

One cannot and should not depend on someone else to speak for himself/herself. At the same time, one alone cannot represent the voice of the majority. It is my personal belief, that as long as we find the place in the spirit and soul of the students where our voices meet and blend, we will be able to practice the principles of GE.

(English translation provided by FD office)

New Teaching Staff



Barbara Ambros
(Humanities)

Hello everyone. I was born in Marburg, Germany (famous for the first Protestant University founded in 1527, which was attended by the Brothers Grimm in the early 1800s) and grew up near Bonn (a pretty university town where Ludwig van Beethoven was born and Robert Schumann spent his final years. Bonn has also been termed “capital village” due to its small-town character despite its status as the temporary capital of former West Germany).

I did most of my undergraduate work at the Rheinische Friedrich-Wilhelms-Universitaet, Bonn (apart from a short stint at a small college in upstate New York not too far from Woodstock) but attended graduate school in the United States—Columbia University in New York and Harvard University in Cambridge, MA. At the latter, I completed my Ph.D. in East Asian Languages and Civilizations with a focus on Japanese history and religions. My dissertation was on the early modern cult of a sacred mountain, namely on Sagami Ôyama (I have been told that you can see this mountain from the ICU campus in the winter). I spent my years as Ph.D. candidate living in the Boston area, in Tokyo, and in Hartford, CT (a not-so-pretty town that has lost much of its former charm since the days when Samuel L. Clemens (a.k.a. Mark Twain) and Harriet Beecher Stowe had their homes there).

I am very happy to be back in Tokyo and especially delighted to have had the opportunity to join the faculty at ICU, where I have been teaching in the Humanities Division since April. Having spent a good third of my life abroad shuttling between different cultures, ICU with its international student body and faculty has made me feel right at home. The openness and kindness with which my colleagues have welcomed me and the enthusiasm and creativity I encounter weekly in my students continue to amaze me. I am currently teaching two seminars that cover two of my current research interests: sacred mountains in Japan and the religions of Asian immigrants in contemporary Japan. I also look forward to teaching several survey courses on Japanese religions and a General Education course (Introduction to Christianity) in the upcoming terms, which will allow me to get to know a broader spectrum of ICU students. I feel privileged to be teaching at a university that places so much emphasis on learning and positive student-teacher interaction.



Tzvetana Llieva Kristeva
(Humanities)

Hello. I'm Tzevetana Kristeva. Born and grown in Sofia, Bulgaria, I studied in the Japanese studies program of Moscow University. Receiving a scholarship from Japan Society for the Promotion of Science, I came to Japan to study at Tokyo University of Foreign Studies for six months and continued my studies in the Japanese Literature Department at the University of Tokyo for a year. Returning to Bulgaria, I started working in the Oriental Language and Culture Center of Sofia University. While teaching Japanese and Japanese literature in night classes, I had two great visions: introducing Japanese classical literature to Bulgarian readers and establishing a department of Japanese studies.

Tobazugatari (The Confessions of Lady Nijo) and Makuranososhi (The Pillow Book) which I translated, were a huge success and both became bestsellers (just in case you are not familiar with the Bulgarian publishing industry, translators do not receive the royalties for books they translate). Moreover, I helped establish a department of Japanese studies in Sofia University and became the first chairperson, which was worth the hardships that I had gone through for the previous nine years. After writing a book called Mizukukinoato on Japanese classical literature, I visited Japan again. Maybe I had done everything I wanted to do at home, I chose Japan over my homeland and I'm still here.

My long journey in Japan began in International Research Center for Japanese Studies in Kyoto and continued in Miyagigakuin Women's University in Sendai, and Chukyo Women's University in Nagoya. Meanwhile, I received my second Ph.D. from the University of Tokyo, sixteen years after receiving my first one from Sofia University. While The University of Nagoya Press agreed to publish my book, 『涙の詩学：王朝文化の詩的言語』, I returned to the University of Tokyo and became the first foreign faculty member in the newly established department of Cultural Resources of the graduate school.

This Bulgarian wanderer arrived in ICU this April. I'll be teaching Japanese literature. Copying the first line of Tosa Nikki written by Tsurayuki Kino, I'd say, “They say that Japanese teach Japanese literature, but now a foreigner will try to do.” Not being anywhere as talented as he, I naturally feel nervous. However, I'm willing to take the challenges that face me.

I believe that there are things that only ICU can offer. Though I haven't fully grasped all the possible things yet, I've been recently thinking that one of my worries prior to my arrival at ICU will be worthwhile the way I have never imagined. In other words, as the name of the university, ICU, indicates, in an international university like ICU that places one of their educational

focuses on understanding different cultures, Japanese literature is not necessarily seen as primal learning. On the other hand, precisely because of this international environment, I expect that students, through contacts with different cultures, will come to realize the joy that Japanese literature offers. One of the challenges for me, I believe, is to help them “wake up” to this joy.

From the perspective of my research, I also hope that ICU will meet my expectations. I’ve noticed that quite a few of my fellow professors are interested in semantics like me. I hope to collaborate on various projects with them both in Humanities and other divisions.

Self-centered and full of flaws as I am, I think I’ll do just fine as my fellow professors support and encourage me along the way. I’m looking forward to meeting you all.
(English translation provided by FD office)



Natsumi Miyasaka
(Humanities)

This April, I arrived at my post as an assistant professor of English literature. I received my Ph.D. from an English university called Durham.

This historic college town was called “a pearl of England” for its outstanding beauty. Surrounded by architecture with an unspoiled medieval atmosphere, this town stimulated my imagination and delighted my eyes every day. Returning to Japan, I was unsure if I’d be able to endure the dry and tasteless scenery of a big city like Tokyo. I feel very fortunate, however, to have been given a chance to work on this foreign-like, beautiful, green campus of ICU, which makes it hard to remember that we are actually in Tokyo. My great grandmother’s brothers were involved with the foundation of ICU, which makes me feel even more closely related to this university.

I’m originally from the seaport of Kobe. Graduating from the English Department of Tokyo University, I got enrolled in the Graduate School of Kyoto University, where I was presented with a chance to study in England. Lancaster University, where I first studied, lies to the south of the Lake District, the region of scenic beauty. It gets extremely cold with gales blowing in the winter. What I remember most vividly is a host of daffodils when they all bloomed in the spring. As Wordsworth says in one of his poems, the daffodils, after a long and dark winter, seemed to be singing their hearts out with a joy for life. Unlike Japan where we have a long spell of fine weather even in the winter, the Lake District is infamous for its sulky and brutal weather. The winter sun seems to set the moment it rises. This long and bleak winter makes the spring even more joyous when the white and yellow petals of the daffodils announce its arrival.

Thereafter, I studied as a researcher for three years in Durham. Unlike the time I spent taking courses and

earning credits in Lancaster, in Durham I spent all my time studying and researching in solitude. As I said earlier, however, thanks to my wonderful living environment and also my adviser who was very supportive of me in my studies and other things, my life here was utterly blessed. The intimate as well as thought-provoking guidance that I received from my adviser is what I hope to offer to ICU students.

In Lancaster, I studied a broad range of theory related to contemporary literature. With this research background, I continued my studies in Durham on both English and Japanese novels written by contemporary female writers. I especially focused on recognition of (female) bodies and differences of this idea between the East and the West. I studied how these differences were reflected in novels, by analyzing a number of old and new gothic novels. Though I am not necessarily into spooky things like ghosts, I can at least say that I find the image of ghosts truly fascinating when used as a literary motif. My research interest is not in merely studying literature as literature, but placing it in a broad array of areas such as society, history, philosophy and culture. I think the way I look at literature has also been influenced by recent feminist theory. As I understand that ICU will strengthen the area of gender in the future, if my literary approaches to gender issues help it improve, I will be more than happy.

I’ll do my best in my classes to evoke students’ interest and curiosity. I also hope to broaden and develop my field of research. I’ll be more than happy if I can intellectually stimulate as many students as possible. I’m looking forward to meeting you all.

(English translation provided by FD office)



Yoshimichi Someya
(Social Sciences)

I have taken up a post in the Social Science division. Many of my friends congratulated me on coming to ICU, saying I would be working in one of the most prestigious universities in Japan. I quite agree. Look at the many professors who publish exquisite and outstanding research and the graduates who play active roles in various fields of society at home and abroad. ICU is indeed a university with high quality education.

Nowadays, universities are challenged in ways they have never been before. I understand that each of us has different opinions about the past and the future of universities. Yet, considering the current global context facing humanity, I assume that the whole concept of a university that ICU has been aiming at for all these years naturally deserves high appraisal.

I believe that the foundation of a university (undergraduate) education should be, above all things, liberal arts. Unfortunately, the liberal arts education

implemented in Japanese universities after the war, has failed to embody the very principles of liberal arts education. Though it is not sufficient enough only to teach advanced information and technology, this is exactly what Japanese universities have applied as their principles. Now these principles are not even functional in many of the universities any more. The tasks that confront us are quite serious.

I specialize in cultural anthropology. Cultural anthropology aims to examine human beings from a comprehensive standpoint. For example, the modern age is situated within several million years of human evolution. Cultural anthropologists view individual phenomenon or matters from the perspective of the whole of modern humanity, which is believed to be six billion years old.

Cultural anthropology, on the other hand, is also based on fieldwork focused on one certain area of the earth. In my case, I have been studying the Jogjakarta region in the center of Java, Indonesia, for the past thirty years. Javanese civilization is intricately intertwined with various factors such as ancient animism, Buddhism, Hinduism, Taoism, Islam, Christianity and the modern civilization. This is similar to the culture that has developed on the Japanese archipelago. Because of this similarity, I essentially have to cultivate a cross-cultural perspective, which I also put all my efforts into.

Whether it is cultural anthropology or cross-cultural studies, the perspective that we apply to these fields of study is always relativistic. In this modern age when Western-oriented policies are overrunning the world, I feel proud that we can all learn valuable lessons from cultural anthropology. Moreover, it goes without saying that cultural anthropology is in line with the spirit of liberal arts.

I have been dealing with Javanese civilization for such a long time. The more I study it, the more I'm attracted to its subtle charm. In particular, I have been researching an insightful and distinctive system of thought of this civilization called kawruh jiwa for the past ten years. Now that modern humankind seems to be going in the wrong direction, I'd like to introduce Javanese civilization, especially the thought of kawruh jiwa, to the world, as one of the Asian cultures that can help modern humankind correct its course.

(English translation provided by FD office)



Yasunori Morishima
(Language)

I took up my appointed post in the Language division this April. Until the end of March, I worked for a Japanese company in the so-called Silicon Valley in California. I lived in the States for a total of sixteen years. Graduating from college and

working as a junior-high school English teacher for a few years, I then went to the States to study. I received my MA in linguistics and Ph.D. in cognitive psychology from Colorado University. Psycholinguistics was the area of study that I chose. In graduate school, I was engaged in research related to writing comprehension under the guidance of Professor Walter Kintsch. I was also involved in studies such as phonetic perception/recognition, neurolinguistics and aphasia. In the first place, I began to develop an interest in the process of language acquisition or English learning while I was still a teacher. Pursuing this interest, I decided that I wanted to go to graduate school. My academic interest is now in experimental research into the process of language understanding. I'm also interested in constructing computer models. I've also been working with Stanford University in applied research on language-based human interface with voices and dialogues.

From the above, you can see how varied my background is. In a way, however, I think I have something in common with the principles of liberal arts. As with the aim liberal arts, I try to transcend the bounds set by some limited, specific fields when gathering pieces of information and integrating them. In the case of my studies, I have mainly focused on cognitive psychology, which has led me to other areas such as artificial intelligence, linguistics, (social) psychology, communication, software engineering and business. It has been a great experience to work on various projects in collaboration with people from different fields. In ICU, we, with different research and cultural backgrounds, collaborate so as to build a university of liberal arts education based on Christianity. I'm delighted to work for a university like ICU. In this new setting, I'd like to deepen my education, research and faith so that I'll be able to integrate them all. I'm looking forward to meeting you all.

(English translation provided by FD office)



Hidenori Fujita
(Education)

Having received a bachelor's degree in economics at Waseda University, I worked for a bank for a year in 1969. I then entered the master's course at Tokyo University to study educational sociology. With the idea of pursuing my studies abroad, I decided to study at Stanford University, where I completed my Ph.D. in Educational Sociology and International Educational Development with a focus on the relationships between education and social class and movement.

Until 1986, I spent ten years teaching educational sociology at Nagoya University. Then I began teaching at Tokyo University, where I taught the same academic

area for seventeen years. During these years, I spent one year as a research fellow at Pennsylvania University from 1983 to 1984. As can be seen above, the number of universities where I either studied or taught for more than a year amounts to five. Each university had its own characteristics and they all gave me a chance to spend a fulfilling time. Especially, the four years at Waseda and my two years at Stanford had considerable influence over me and showed me which direction I should follow as a researcher.

Campus disputes broke out in December in my freshman year at Waseda University, and caused cancellation of all courses for the following six months. At that time, I was a resident in You-I Dormitory for University Students, which was run by Waseda Hoshien Student Christian Center. Even though I had never really been politically active, I became involved in the disputes and student movements in various ways, partly because my dormitory was close to the Waseda campus.

In addition to this experience, I had a chance in my senior year to participate in a World Students Christian Federation Conference held in Turku, Finland, in 1968. Attending this conference was a valuable lesson for me. There were about three hundred students from some eighty countries. There were students from countries such as South America, Africa and France, and witnessing them all passionately discuss revolution was a real culture shock to me.

After the conference, I spent one month at Edinburgh University and then went to Paris, and while I was in there Czechoslovakia was invaded by the Soviet military. My original plan was to first go to Prague from Paris, and then to return to Japan from Moscow by way of Nakhodka. I was, however, left stranded in Paris because of the turmoil caused by the invasion, and thus while staying on in Paris, what little money I had was soon spent. Being at my wit's end, I ended up selling my Sony tape recorder to a friend of a friend to come up with the money for the trip back to Japan, and subsequently I was finally able to return home.

You might think I am exaggerating, but it is true: during my four years as a college student, one event after another, like those above, surged toward me.

On the other hand, I genuinely concentrated on my studies during my two-year stay at Stanford, where I was accompanied with my wife and children. I would go to class or to the library by eight in the morning and come home at six. I would then have dinner with my family and spend some time with them until around eight. Then, I would go back to the library, where I usually studied until twelve. Making and meeting many friends and meeting brilliant professors, my life at Stanford was always intellectually stimulating.

It is totally up to students themselves how they want to spend their schooldays. Though no matter what they choose to do, I hope that this time will be a time of encountering things and meeting people that will make

them face the challenges of life. It is my sincere hope that students will have plenty of chances to meet friends, teachers, books, society, people yet unknown, the world in general, and most of all to meet themselves.

(English translation provided by FD office)



Sandra Gillespie

(English Language Program)

This April I began teaching Academic Reading and Writing and Academic Speaking in the English Language program. I have taught in the field of English language for over 14 years. I have designed curricula and materials for wide variety of course ranging from Shakespeare, to International trade, to Thesis Writing. Though my professional work has been in the field of teaching English, my main areas of study have been in the field of Literature, Drama, Writing, and most recently Comparative and International Education, with a focus on developing nations. I studied at McGill University and the University of Toronto in Canada. My latest research aimed to acknowledge the sustained educational cooperation between China and Africa and place this knowledge within a larger literature on approaches to international and academic relations. I am delighted to be in a liberal arts milieu and bring my background in the arts and social sciences into the language classroom. I am grateful for the opportunity to be a part of this dynamic international setting and contribute what I may to the vision and ethos of ICU. Thank you very much.



Chiyo Hayashi

(English Language Program)

Welcomed by the quiet and solemn atmosphere of the lane lined with cherry blossom trees, it has already been three weeks since I started working at ICU. Inspired by dedicated students coming to my class with stars in their eyes, as well as my fellow professors who have been very supportive of this newcomer, every day that I spend here has been very fulfilling. In this new setting, I have been given a chance to discover new things in teaching and learning, as I get to know students and my fellow professors on a daily basis. Through each one of these experiences, I am learning a lot every day.

Born in Hiroshima, I went to a private Christian school from seventh to twelfth grade. Throughout the years at this school, I received a peace education. In the daily service and the annual Christian week, guest speakers from different walks of life would preach the importance of peace to us and we would then discuss

what we learned from these lectures in our homeroom. I realize that twists and turns in my life like these discussions in school slowly, yet surely, grew to be my clear-cut pacifist beliefs.

Influenced by a professor that I admired in college, I decided to choose Doris Lessing, an English female writer, as the subject of my study in undergraduate and graduate schools. Focussing on the lives of the characters in her novels and short stories, I would read and reread her stories, looking for the answers to my questions. How I should live my life as one single human rather than a woman, is the lesson I learned from her stories. I believe that continued dialogue with her writings has provided a backbone to my life.

I started my career as a teacher in a public high school in Hiroshima. Though my students were rebellious - walking around in class, ranting, indifferent to learning -, my one-year experience there was filled with good memories, for they were, after all, innocent and lovable deep down inside. While studying in graduate school in the States, I taught exchange students Freshmen Composition for a year and half. I had a hard time teaching my classes in English and new tasks would spring up every other day. The hardship that I experienced, however, gradually enhanced my confidence in teaching in English and I went on to teach in colleges and technical schools until I came to ICU.

In ELP, I will be in charge of Reading and Content Analysis, in which I will be teaching Academic Reading and Writing Skills. In light of the lessons that I have learned from my experiences, I would like to help each student form the basis of his/her studies. As the new green leaves grow, I hope my understanding toward teaching will deepen as well.

(English translation provided by FD office)



Izumi WATANABE-Kim
(English Language Program)

As I walked through the ICU campus heading for the interview, I was remembering my last visit to ICU. In my senior year of high school, I considered applying to ICU, and visited a close friend of mine who was then a freshman at ICU. I very much liked the green campus and the lively students who seemed dedicated. However, I never applied because ICU did not offer business education. In my young eyes, to become a businesswoman, I believed I had to major in business. So instead, I went to the United States to get my undergraduate degree in business administration.

I spent the next twelve years in Boston and New York. My career started as an assistant loan officer for a Japanese bank in New York City, which at the time was almost a dream come true for me. However, in the next five years, I realized that my individuality meant

nothing; my background, my unique experiences, my personality, none of these mattered. It was all about achieving high margins, and as I spent more time with the company, no longer this was my dream. Then one day, when I was appointed to be in charge of the new hires to teach the basics of banking, I found myself come to life, enjoying helping others learn, and that was when I decided to pursue a career in teaching. I studied at the Teachers College, Columbia University, and obtained MA in TESOL, where I believe my experience as a former ESL student can be utilized.

I grew up in Matsumoto, Nagano, where I finished my compulsory education (junior high school). Then I was put into an American boarding high school, and as I have mentioned above, completed my higher degrees in the United States. Throughout my high school, undergraduate, and graduate education, I had to acquire English just to keep up with the schoolwork at first, and to do well in my second language. I experienced first hand that motivation is a critical part in acquiring a second language. I have also experienced what ESL students go through, both in terms of psychological and cultural challenges.

As a non-native English teacher, I believe I can be a great source for many students not only to learn English as a second language, but also to learn about the culture that is so different from Japanese. "The role of non-native English teacher" was what I explored for my Master's thesis, and I wish to put my thoughts and ideas in practice at ICU. I am also very interested in the psychological process of second language acquisition varying with age, second language assessment, and social linguistics especially in the context of cross culture. However, before I narrow down my research interest and continue with my EdM program, of which I am currently on leave of absence, I would like to concentrate on what I love the most, teaching, and to learn more about ESL acquisition and pedagogical applications from my students and colleagues. I am happy to have an opportunity to work with mature and independent students at ICU, as well as being a part of such committed program comprised of dedicated teachers.

Reflecting on the choices I have made, I believe ICU students have made the right choice in choosing the liberal arts education that ICU offers. I also believe English is an absolute necessity in this growing international world, and there is no program with such high degrees of achievements, innovative methods, and inspiring teachers than ICU in this field in Japan. Although I decided not to join the ICU community twelve years ago, I am grateful for this second chance that has been given to me; to be a part of a community that offers inspiration and discovery to both students and teachers.