

ENGLISH TEACHERS' ASSOCIATION
of
WESTERN HARIMA



NEWSLETTER

GREETINGS!

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Welcome everyone to issue nine of the English Teachers' Association of Western Harima Newsletter. Hopefully you have all kept warm and well during the coldest period of the year. Many of us have had a good covering of snow which has been so beautiful to see, especially for new ALTs from warmer regions of the world. Some of you who enjoy winter

sports would have been reveling in all the snow, enjoying skiing and snowboarding, with wonderful ski resorts so close to us in Hyogo Prefecture to enjoy!

As the frosty touch of winter begins to ebb, and new shoots of life emerge in living green, we can look forward to the blossoming splendor of the Sakura cherry trees! Students graduating this year can also look forward to

their new lives blooming forth as they enter University or enter the workforce in diverse fields of industry and commerce. Students are blessed in Japan with boundless opportunities, and can believe they can reach their goals and have a positive future. As teachers we inspire our students with a positive outlook, to reach beyond and challenge their limits and reach their full potential.

IN THIS MONTH'S ISSUE

In this month's issue we have many thought provoking and interesting articles. The first wonderful article is part two of "The Australia Study Tour and Sister School Agreement With Eastern Hills SHS" written by Mr. Koichiro Shimizu.

Next we have a fascinating article entitled "Ako Spirit" by Ms. Hiroko Akahori in which she briefly discusses the links between Japanese and Portuguese cultures, and how the common themes that exist in diverse cultures exist within the community

of diverse individuals. Ako High school is a unifying force within Ako, and students are involved in many community activities.

The third article is titled "Project Based Learning at Himeji High School" by Ms. Julia Daley. She provides an insightful discussion on the Project-Based Learning methodology that is now being utilized in learning institutions worldwide.

The fourth Article is another exciting short story in the series of "The Tales and Legends in Shiso." This

time is the fantastical tale of "The Nukuwi River and the Origin of Japanese Sake," originally written by Seiichi Fujimura and translated by Nishiharima English Study Group.

Finally a brief report into "The 12th English Debate Contest 2019" is provided by Mr. Philip Wilby. The students of 19 leading schools in Hyogo challenged the topic of whether euthanasia should be legalized. After a fantastic spectacle every student left as winners! We hope you thoroughly enjoy this issue!



THE AUSTRALIA STUDY TOUR AND SISTER SCHOOL AGREEMENT WITH EASTERN HILLS SHS

- Part 2 -

By Koichiro Shimizu
Head of International Dept., Taishi HS

(Continued from last month issue.)

Sister School Relationship

On Tuesday, 1 August 2017, Principal Dunning of Eastern Hills Senior High School (EHS) signed a Sister School Agreement at EHS with Principal Matsuura of Taishi Senior High School, Hyogo Prefecture, Japan. The occasion was commemorated with the planting of a Japanese cherry blossom in our school garden.

About Taishi Senior High School

Taishi Senior High School consists of students that are equivalent to Years 10-12 in Australian schools. It is a progressive high school that places emphasis on preparing students (as life-long learners) for successful and productive lives after school. Taishi's cross-curricular educational programs aim to build student abilities in three key areas; language learning, academic and vocational learning and communication. Complementing their compulsory subjects, students have the flexibility to choose general elective subjects to meet their individual needs and special interests.

In addition to their yearly language study tour to Western Australia, Taishi Senior High School also participates in a language study tour to Taiwan each July.

Taishi students enjoy a wide variety of school sporting and cultural clubs as part of their after school extra-curricular program as follows. These clubs occur after school hours on campus under the instruction and guidance of teachers at the school.

Japanese Trip (Below is the Japan Tour 2018 report from Eastern Hills Senior High School.)

On Wednesday 13th of September, Mrs. Goto, Mr. Adams and Mrs. Critch accompanied 10 students and one parent on the inaugural Eastern Hills Senior High School (EHS) Japan Tour to meet our counterparts at our newly established sister school - Taishi Senior High School in Hyogo Prefecture.

After arriving in Japan the group explored the bustling streets of Osaka followed by a day at Universal Studios to experience modern Japan. We then travelled by train for a two-night stay in a traditional ryokan (inn) in the ancient capital of Kyoto. In Kyoto we visited the iconic Golden Pavilion, the peaceful gardens of Ryoanji and the feudal castle, Nijo, with the nightingale floors built to squeak to warn of the enemy approaching. We strolled through the Nishiki Food markets (referred to as Kyoto's pantry), visited the famous Kiyomizu Temple, and passed through the many 'torii' (red gates) of Fushimi-Inari Shrine.

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THE AUSTRALIA STUDY TOUR AND SISTER SCHOOL AGREEMENT WITH EASTERN HILLS SHS

- Part 2 -

By Koichiro Shimizu
Head of International Dept., Taishi HS

(Continued from page 2)

After a taste of Kyoto, we travelled to Hyogo Prefecture on the newly designed ‘Hello Kitty’ bullet train to meet up with the host families of our sister school who kindly took our students into their homes for a five-night home stay. The students all enjoyed Japanese family and school life with their host families and were very lucky to experience dressing in Japanese yukata, participate in the tea ceremony and learn how to use the Japanese calligraphy brush. On the final day at Taishi Senior High School we were able to take part in the school’s annual sports festival, which was fun for everyone. We sincerely thank Taishi Senior High School for their warm hospitality and look forward to building more exchanges between our teachers and students in the future. Thank you to all teachers, students and parents who made the trip such a success.

Eastern Hills Hosts Japanese Sister School

On Tuesday 26th July our school welcomed a small delegation of four high school students and their English teacher, Mr Koichiro Shimizu, from Taishi Senior High School in Hyogo Prefecture, Japan.

Our Head Boy, Daniel Sixsmith, along with students of the Year 8 and Year 9 Japanese class, gave the Japanese students a tour of our school. They then broke off into smaller groups so that the Japanese students could experience Australian school life at Eastern Hills High School by attending afternoon classes with our students.

Although everyone on both sides was a little nervous and shy at the first meeting, it didn’t take long for all students involved to quickly form friendships and enjoy themselves whilst overcoming the language barrier.

Our students should be congratulated on making our visitors feel welcome and conducting themselves in a professional and thoughtful manner throughout the successful visit. Some students may have even found a friend they can keep in contact with for life.



Mr. Shimizu with Mr. John Dunning,
Principal of Eastern Hills SHS



The Mascot Character “Nyantoku-Taishi Kun” and the School Emblem of Taishi High School

AKO SPIRIT

By *Hiroko Akahori*
JTE at Ako High School

It is my great honor to have this kind of opportunity to write this article. As Troy mentioned in the last November and December issues, our school is located in the southernmost part of Hyogo Prefecture, near the border with Okayama. We can enjoy the beauty of the four seasons here from our spacious campus near the sea coast. Now I'll tell you a little bit about myself and Ako High School from my own point of view.



Ako and Portugal

To tell the truth, I majored not in English, but in Portuguese at university. “*Obrigado*” is a Portuguese word, and it means “*Thank you*” in English and “*Arigatou*” in Japanese. And “bread” in Japanese is “Pan,” which is also a Portuguese word and the correct spelling is “pão.” Unfortunately, I’ve never had the chance to visit Portugal again since I graduated from the university. Remembering my exciting and enjoyable days I spent in the country, I’m sure Portugal and Ako have a lot in common in some ways. We can feel the pleasant sea breeze and enjoy dining on seafood specialties in both cities. The same is true of the nature of people. In Portugal, when people knew that I was from Japan, they were very kind and showed me the way to the hotel, gave me a discount or talked to me about Japan. I could feel the warmth of the people in that country far away from Japan. And now, almost all of the students in Ako High School are friendly, affable and gentle. I feel there is a kind of fateful link.

Contribution to the local community

Our school is the only high school in Ako city. It has a long history, and the locals place a lot of hopes on our school. However, like other rural areas in Hyogo Prefecture, Ako too is suffering from a declining population. The biggest feature of our school is the strong relationship with the local community and the power of younger generations.

As you may know, the biggest event in our city is the *Ako Gishi Festival*, which is held annually on December 14th, the anniversary of that fateful winter raid. Our students also take part in the events by joining the parade, and as a dance procession. The main attraction among the events is a parade which attracts tens of thousands of visitors. Famous actors and citizens dress up as Ako’s 47 loyal retainers and walk along the street from Ako castle. Traditionally, every year the student council leader plays the role of Oishi Chikara, the son of Oishi Kuranosuke, and captain of the second party of the 47 retainers.



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AKO SPIRIT

By Hiroko Akahori

JTE at Ako High School

(Continued from page 4)

Students are also actively involved not only in this festival, but also in the cultural and athletic events held in Ako city. The Ako City Marathon takes place in November. It has a beautiful running course from the Ako castle ruins to the Misaki cape area, which commands a gorgeous panoramic view of the Seto inland sea spreading out before your eyes. About half of the students help host the event or cheer up the runners as volunteers. Some students are invited to the city council to submit some proposals from the perspective of the young. They also made the informational pamphlets which allow the tourists to have the splendid experiences in this city. Students of the integrated science course also give fascinating science lectures to Ako's elementary school students. Some of the chemical companies conduct research collaboration with our school, especially in the field of salt.



English Education and International Exchange

Our primary mission as a general course high school is to enhance students' academic ability. As the school district was expanded in this Nishiharima area and the students have a greater choice of their high school, their motivation and capacity for studying have been gradually declining year by year. That's why our school has the serious problem of improving their basic academic skills. Every year, newly recruited teachers join our school and are a valuable asset to the English department. Through demonstration or observation lessons, we English teachers make efforts to devise teaching methods and share the ideas, such as reading activities, pair-work activities, self-expression or active learning. I think it is the most important to build their confidence in using English as a communication tool in my English class. In order to realize this goal, I give the students as much time as possible to enjoy proactively communicating using English. I'm proud that the graduates who gave the university entrance exams a try have improved their English grades greatly, thanks to the energetic guidance by the English teachers of our school.

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AKO SPIRIT

By Hiroko Akahori

JTE at Ako High School

(Continued from page 5)

As Mr. Shimizu of Taishi High School and Mr. Kagamida of Yamasaki High School wrote in the previous issues, students in our school have the chance to participate in the program of the Hyogo Prefectural Language Study Tour to Perth, Western Australia. Interestingly, some of the students who come from Ako have lived their lives only in this city, and have never experienced life in different places. This exchange program is a good opportunity for these students to accept and encounter different values and viewpoints. One of the graduates who traveled to Perth now majors in French because she enjoyed communicating with foreigners. Another student now studies English harder in order to visit Australia again, because she had a bitter experience of not making herself understood in English. Finally, another student aims at becoming an elementary school teacher to broaden the global mind from an early age. To these three students, their experiences in Perth definitely provided them with valuable thoughts for their futures.



Before joining the study tour, a Japanese cultural workshop is held for international understanding. In recent years, participants learn how to wear a yukata. It's my pleasure to see the pictures of the students helping their host mothers put on a yukata. We also made Japanese fans with *Warai-Moji*, which are Japanese letters with cute smiling faces. The heartwarming souvenirs attracted joy and favorable comments from the host families.



Since there are some chemical companies in Ako, many foreigners, especially Vietnamese, live and work in the city. The Ako International Friendship Association offers Japanese language classes. ALTs and foreign workers learn Japanese expression for daily use with Japanese volunteer teachers. Some students who have great interest in foreign studies and language education are allowed to join these classes as volunteers and are quite inspired by how eagerly the foreigners learn.



Ako Spirit

The other day, when I was cleaning my room, I happened to find a letter which had been kept in the time capsule at Tsukuba International Expo since 1986 and was delivered to me on New Year's Day in 2000. The then 10-year-old Hiroko wrote in that letter, "To 24-year-old Hiroko, please take good care of your loving father and mother, and be a good teacher." My dream to become a teacher didn't go away since I was an elementary school student. I was heading for my dream of my own accord. And now I'm an English teacher.

letter. It was a letter



Unfortunately as I mentioned above, I suppose my students in recent years have lacked motivation for their daily school lives. Mr. Jusuke Mukawa, the first Principal of our school, coined this slogan; "*Have at it, and have it. You have the strength of your will.*" In those days, Ako high school students were encouraged to do their utmost in their studies and school events by this phrase. That's what I believe is "*Ako Spirit*".

I'd like to tell my students with great emphasis to be confident and make efforts for realizing their dreams with this motto in mind, and with "*Ako Spirit*"



PROJECT-BASED LEARNING AT HIMEJI HIGH SCHOOL

*By Julia Daley
ALT at Himeji High School*

What is Project-Based Learning?

Have you ever heard of Project-Based Learning (PBL)? It is a teaching methodology that features a series of lessons centered around a complex task or project. These projects can be very simple and easily completed in a few lessons, or they can be much longer and take months or longer to complete. The best thing about PBL is that it is a very flexible method for designing lessons that teachers from any subject can use. PBL is becoming very popular in classrooms around the world. While I was teaching in the USA, I designed my lessons using these principles. My English students moved from one project to the next throughout their classes. For me, the project-based lessons were always the most successful for my students, so it seemed natural to continue using this style here in Himeji.

Some Context

I have begun my second year at Himeji High School, located in central Himeji. I primarily work with first-year students (approximately 240 students) and teach English Conversation classes with my JTE counterpart, Ms. Kuniko Nakai. Each class has one fifty-minute English Conversation lesson each week. These conversation classes have no grades, tests, textbooks, or curriculum, so the lesson design is entirely up to the two of us. Our goal is to motivate the students to speak English, which means we must make the lessons fun and engaging for the students to do so. Getting students to pay attention in our class is surprisingly hard to do when the students have no accountability for learning the content—they would much rather use their time to study for the subjects that have examinations.

This is where Project-Based Learning comes in. As the previous school year wound to a close, I slowly tried incorporating some “baby projects” into the class, ones that took just a lesson or two to complete. A successful example of this was having the students work on creating some quizzes about aspects of Japanese culture, and then presenting their quizzes to the class for their classmates and I to guess the answers to. By doing this, I discovered that if the students have a purpose for using English, they will speak and write it in class. Working on projects gives them a reason to use English. So, for this new school year, I have worked together with Ms. Nakai to create a curriculum centered on larger projects. I will share with all of you the project from the first term, which was far more successful than we could have dreamed possible!

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A group giving their final Survey Project presentation to their class.

PROJECT-BASED LEARNING AT HIMEJI HIGH SCHOOL

*By Julia Daley
ALT at Himeji High School*

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The Classroom Survey Project

For first-year students, the first term of their first year of high school is the time for them to become comfortable with their classmates. So, for the first two weeks we designed our lessons around English ice-breaker activities so that the students could get to know each other. Then, from the third week, we introduced the Classroom Survey Project. There were two main goals for this project: for the students to learn more about each other, and for them to learn to conduct research in English. The project had four phases, which I'll explain.

Phase 1. Project Explanation & Individual Writing Time (1 lesson)

During this phase, we passed out the various handouts for the project and explained the broad overview of what the students would be expected to do: Interview each other, make a research poster, and give a presentation. An important aspect of PBL is that students must understand the entirety of the project so that they can see how the different parts connect. So as not to overwhelm the students with too much information at the beginning, we focused our detailed explanations on the most immediate part of the project—the surveys—and gave them the broad outline of the remainder of the unit. The explanations were given in English first, and then followed with Japanese when the additional clarification was needed.

Then, we had the students individually write their answers to the ten sets of survey questions. Each set contained two questions; for example, set five had the questions “What animal do you like? What animal do you dislike?” We kept the questions simple and at a level that they should be able to understand as new high school students. The students worked at different paces on this part, and not all could finish in the designated time we gave them (about 20 – 25 minutes)—for those students, they had to complete the remaining questions as homework.

With the last 10 minutes of class, we assigned the student groups. Since we have 40 students, we created 10 groups of four students. Each group was randomly assigned a set of survey questions that they would be responsible for. With their group members, they needed to decide what kind of data they wanted to learn about their classmates so that they could design follow-up questions. Using set five again as an example, some groups created follow-up questions such as “Why do you like that animal?” and “Why do you dislike it?”



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A group working on their research poster.

PROJECT-BASED LEARNING AT HIMEJI HIGH SCHOOL

By Julia Daley
ALT at Himeji High School

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Phase 2. The Survey (1 lesson)

What is the best way for students to spend an entire lesson speaking? By making them responsible for interviewing nine classmates, of course! Each group needed to interview the other 36 members of their class, so each group member needed to survey 9 of their classmates. Since their group members were counting on them to get good data, slacking off was not an option. (Three cheers for peer pressure!) Before they began, we practiced a few useful phrases that the students could use during the interview time: “Have you answered question ___ yet?” and “I’m sorry, I’ve already answered that question.” The groups could not use duplicate data, so verifying that a student had not already answered a question was very important. (Some clever groups brought in class rosters beforehand and divvied up their classmates, but most did not have such forethought.) As something of a joke, we had the students pretend that they did not understand Japanese, so they had to say “I’m sorry, but I don’t speak Japanese” when a classmate slipped into their native language.

The students could use a worksheet to record their data. There were spaces for the students to write the names, answers, and follow-up responses of their classmates for each of their nine interviews. I’ll be honest: once the students got started this lesson became something of a free-for-all. It was loud and hectic. Ms. Nakai and I spent the lesson weaving among the students to make sure that they were speaking English and not just copying down each other’s written answers. By the end of the lesson, though, nearly every student had finished all 9 interviews. Any extra time was spent with group members double-checking their data.

Phase 3. Making the Poster (3 – 4 lessons)

This was the most involved part of the project, and one that took much longer than Ms. Nakai and I were expecting. We initially planned for students to complete this part over two lessons, but we quickly had to extend that timeline because of how carefully and passionately the students were working! Each group was given a large sheet of butcher paper to use for making their poster. We had a classroom set of markers and students were encouraged to bring their own drawing supplies.

There were no limits for what the students should include in their posters. They were encouraged to do what was best for sharing their data analysis to the class. We provided some supplemental handouts that showcased examples of charts and graphs (bar and pie) in English so that students had some idea as to what would be appropriate, but otherwise we left it to them. The only requirement was that everything on the poster had to be written in English! We strongly suggested that the students sketch out drafts on scratch paper and to use pencil first on the butcher paper, and during these lessons Ms. Nakai and I moved among the groups and checked spelling, grammar, and designs as needed.



Students using the rolling whiteboards to practice their presentations.

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PROJECT-BASED LEARNING AT HIMEJI HIGH SCHOOL

By Julia Daley
ALT at Himeji High School

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Phase 4. The Presentation (2– 3 lessons)

The presentations themselves could be finished in a single lesson, but the preparation for them took a couple of lessons. We introduced the presentation guidelines partway during Phase 3, so that the groups could split their resources and have some members focus on the script while others continued making the poster. Still, we dedicated a whole lesson to writing the script itself and practicing it with their group members. The English classroom has four rolling whiteboards that the students could attach their posters to (two groups per board, with an additional two groups on the main classroom whiteboard and blackboard).



Another group giving their final presentation to their class.

The presentation requirements were kept purposefully vague to allow the students the flexibility to design their presentations as best suited their data. All presentations had to include three components: the group members' names, their survey and follow-up questions, and their data analysis. In addition, the students had to answer four questions during their presentation: 1) What did you learn about your classmates? 2) What patterns could you find in your data? 3) What surprised you? 4) What was the most interesting point? Finally, all group members had to speak during the presentations, and — of course! — they could only use English. For our regular-course students, we made memorization optional.

Reflecting on the Survey Project

I said earlier that this project really succeeded, but it only did so because of the intense energy the students put into it. The initial plan for this project was that it would be completed in about five weeks, but instead it lasted nine weeks. If the end of the term hadn't been approaching, we could have easily extended it another week or two. The student posters became works of art—at the end of the term, we hung them up in the hallways for the entire school to see! The special Research Course students used this project as well, with some adaptations to make it more rigorous for their curriculum's goals (they had to memorize their speeches, which were longer and more detailed than the regular classes', so they needed more practice and writing time). Ms. Nakai and I learned a lot from implementing this project, and we'll use this knowledge in our future lessons. Designing project-based lessons can take a lot of time and planning, but the payoff is more than worth the effort!



A finished poster about book genre survey results.



A finished poster about season survey results.

THE TALES AND LEGENDS IN SHISO :

“The Nukuwi River and the Origin of Japanese Sake”

Originally written by Seiichi Fujimura & Translated by Nishiharima English Study Group

Among every record and book written in Japan, it is in “Harima Province Fudoki” that the first description of Japanese sake appeared, and the very stage of the story is on the Nukuwi River at the back of the Niwata Shrine in Ichinomiya, Shiso City. A “Fudoki” is ancient geographical and cultural records of each Japanese province which was compiled in the early 8th century. At present, parts of Izumo Province Fudoki, Hitachi Province Fudoki, Harima Province Fudoki, Hizen Province Fudoki, and Bungo Province Fudoki are existent. (The pictures below were all taken from the website of Shiso SNS, <http://shiso-sns.jp/blog/blog.php?key=7850>, which were digitally drawn by a video creator in Yamasaki, Mr. Kazuki Yamauchi.)

Once upon a time, the great god of Iwa, had been severely struggling with another strong god of Ame no Hiboko, who had come from present Korea, over the occupation of the territories. When the great god of Iwa occupied the area of present Shiso City, he encountered a deer with its tongue pierced through by an arrow. Therefore, the area was called Shishi-awa, and it later became Shisawa, an ancient name of Shiso.

One day, when the god won a victory after a long battle, he decided to take a break beside the Nukuwi River which flowed through the beautiful woods of Yokura village in Shisawa County. Around noon, the soldiers of the great god immersed the dried rice in the river water within clay pots. Waiting for the rice to get softer, they talked and talked about their own home villages. But, it was such a warm and comfortable day that they all soon fell asleep because they had been exhausted after a long journey and warfare.

At around dusk, the soldiers finally awoke and started eating softened rice after being soaked in the warm river water. Then, surprisingly enough, all of them felt so comfortable and tipsy that their fatigue and miserable memories of the war with Ame no Hiboko faded and disappeared somewhere. The very fact is that immersing the dried rice in the warm water for a long time caused fermentation and it changed it into sake. Like this, before it completely got dark, it is said that they enjoyed a great banquet, singing and dancing altogether, surrounding the great god of Iwa.

This description in the Harima Province Fudoki is said to be the oldest record on Japanese sake, and it clearly shows the historical link between Shiso City and the birth of Japanese sake.



A BRIEF REPORT ON THE 12th ENGLISH DEBATE CONTEST 2019

*By Philip Wilby
ALT at Yamasaki High School*

On the 10th of February 2019, 111 students from 19 leading High Schools from Hyogo Prefecture gathered at the Kobe City University of Foreign Studies, to compete in the 12th Hyogo Prefecture Senior High School English Debate Contest. After rousing speeches at the opening ceremony that exhilarated the audience, participants entered the competition with both excitement and apprehension.

The proposition of this year's debate was whether Japan should legalize voluntary active euthanasia. In the scope of this debate active euthanasia was defined as "interventive termination of life to relieve suffering". Teams were required to challenge both the affirmative and negative sides of the debate, resisting their opponent's cross examination and attacks to present the more cogent argument.

Each team presented logical and well articulated cases for their side of the debate, and then made concerted rebuttals to their opponent's assertions. From these wonderful preliminary rounds quarter finalists were decided, from some very closely fought matches. In the Quarter and Semi finals, participants gave their most concerted efforts to present their arguments in the most succinct and convincing way, to ensure they gained the maximum points at every stage of the match.

Students from Himeji Nishi High School extensively prepared their materials for the debate and spared no effort. In the debate the participants from Himeji Nishi High School used their materials to make very convincing arguments and were able to make effective counterattacks. They also displayed a wonderful use of English vocabulary and expression. This led to them achieving a highly commendable third place. The commendable position of third place was also achieved by International High School which also had wonderfully prepared and presented a most impressive argument.

In the end however the contest came down to the final match between two exemplary teams, Kobe Municipal Fukiai High School (Aff.) and Kobe University Secondary School (Neg.). Both teams had refined and strengthened their arguments during the preceding rounds. With alacrity both teams deftly strived to outmaneuver their opponents and gain the ascendancy, however at the end, Kobe Municipal Fukiai High School emerged victorious, having triumphantly convinced the judges of the strength of their affirmative argument.

Although only one team could win the contest, every participant made a winner's effort. They challenged and exceeded their limits, and they developed their communication skills to think in a fast, creative and adaptive way. The spectators and judges enjoyed a wonderful spectacle and all the participants were greatly enriched by the experience.

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A BRIEF REPORT ON THE 12th ENGLISH DEBATE CONTEST 2019

*By Philip Wilby
ALT at Yamasaki High School*

Proposition: Japan should legalize voluntary active euthanasia.

Portraits of the 12th English Debate Contest



We would like to express our special thanks to Kobe City University of Foreign Studies. This year, five schools in Nishi-Harima area (Himeji Nishi, Himeji Shikisai, Kendai-Fuzoku, Shikama, and Yamasaki) participated in the contest. We do hope that more schools will join the game of this verbal boxing next year. Thank you very much for your cooperation.