

ENGLISH TEACHERS' ASSOCIATION
of
WESTERN HARIMA



NEWSLETTER

GREETINGS!

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Welcome everyone to issue ten of the English Teachers' Association of Western Harima Newsletter. The magnificent splendor of the Cherry Tree blossoms is just upon us. The Cherry Tree blossoms have come to represent the ideals of hope, renewal and the impermanence of life. Nothing else so poignantly epitomizes to the world, the delicacy, intricacy, beauty and grandeur of Japanese culture.

One of the great contributions ALTs can make to Japanese students is in giving them a deep appreciation of their own country, culture, and traditions. In seeing the wonder and appreciation of one's own country through the eyes of others, students are elevated and ennobled.

With the opening of the Cherry Blossoms comes the opening of a new school year, with the renewal of new

teachers and students bringing fresh vigor to schools! The renewal flows with the natural rejuvenation of spring, in harmony with nature. Let us find inspiration in nature through mindfulness of the present, making the most of everyday to enrich the lives of our students and ourselves. If you have the opportunity, have a wonderful time during "hanami" and make the most of this brilliant time!

IN THIS MONTH'S ISSUE

The first excellent article in this month's issue is titled, "Teacher Development Workshops & Shikama High School Library" written by Ms. Takako Yamane. Yamane Sensei details the highly successful English Teacher's workshop she has been running for three years now, applying the collective knowledge of participants to maximize the outcomes when teaching students. She explains one of the most effective means of teaching English is through the use of "extensive reading" (*Tadoku*).

The second wonderful article is written by Ms. Madeleine Smyth, an ALT at Taishi High School. Her article titled "Emphasizing the Importance of Culture" discusses the crucial link between cultural understanding and language acquisition.

The third fascinating article is titled "What I'm Doing To Spur The Students To Study English" written by Mr. Rikiya Tsuchiya. He discusses some of the challenges he has faced teaching English, and the strategies he has used to enhance stu-

dent motivation. Tsuchiya Sensei also provides a detailed lesson plan illustrating the implementation of his strategies.

The fourth article is Entitled "The Tales and Legends in Shiso: "Kasha-Baba (or Fire-Wheel Witch)." It is an exhilarating ghost story, originally written by Mr. Seiichi Fujimura, beautifully illustrated by Mr. Kazuki Yamauchi, and expertly translated by the Nishiharima English Study Group. We hope you greatly enjoy reading all the articles this month!



TEACHER DEVELOPMENT WORKSHOPS & SHIKAMA HIGH SCHOOL LIBRARY

By Takako Yamane

JTE at Himeji Municipal Shikama HS

Teachers' Workshop

Three years ago, I established an English teachers' workshop in our school to provide high school teachers with an opportunity to further develop their teaching skills by sharing their experiences in a more casual context. Collaboration is the key purpose behind running these events, and many teachers kindly shared their practice, allowing us to implement a range of new ideas to improve our teaching.

In this Newsletter, I will explain how I use our library in collaboration with our school librarian, discuss my classroom practice and describe two workshops; the English workshop held on December 29th in 2018 and the QFT workshop on January 6th in 2019.



Our School Library

Since 2016 our school has made many changes to the library, including adding a smart board and, in 2017, employing a librarian. Since that time, I have been collaborating with the librarian to use the library for English studies in and out of class time by bringing my own English books for the library. We have also used the library to contact a school in Cambodia with the smart board. With its resources continuing to grow, the library has become a great resource for students looking to study English inside and outside of class.

Classroom Practice

In my classroom I use a range of resources and activities in addition to the textbook, including jigsaws, picture prompts and description games, summaries with pictures, debates, presentations (research, PBL[Project Based Learning]) and other speaking activities. These activities gives students the opportunity to develop their own inquiry questions, think more critically and independently and explore their interests in greater depth.

One of the key components of my practice is “**Tadoku**”(extensive reading). It helps improve English skills, including reading fluency and vocabulary acquisition, and fosters positive feelings in students towards English. It is easy and fun for not only children but also adults.

For the past two years, my students have chosen their own English books to read during the holidays and then written a book review with a summary (using English, Japanese or pictures), followed by a short “biblio battle” style presentation. Here is a tip for Tadoku: students can choose their own books and they can enjoy reading English books without a dictionary – choosing their own book instead of being given a difficult text for a test helps to increase students' motivation.

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TEACHER DEVELOPMENT WORKSHOPS & SHIKAMA HIGH SCHOOL LIBRARY

By Takako Yamane

JTE at Himeji Municipal Shikama HS

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The History of English Teachers' Workshop in Himeji (SMILE project)

In 2016, Mr. Akio Sakamoto (English teacher of Fukuoka Jo Gakuin Junior & Senior High School) kindly accepted my request to share his experiences, bringing Mr. Takao Yutani (Kyoto Sangyo Junior & Senior HS). They brought many English books & materials and introduced effective ways of teaching and learning English. A wide variety of people including teachers, parents and children discovered how to improve the four key skills (reading, listening, writing and speaking). We have a strong belief in focusing on 'fluency first', which was reflected in our workshop. This means that rather than correcting grammar, teachers should focus on encouraging students to speak freely even if they cannot form complete sentences. After this incredible success, we ran a second workshop in 2017 with Mr. Akio Sakamoto and Mr. Tetsuro Nishiyama (English teacher of Todaiji Gakuen Junior & Senior High School).

On December 29th, 2018, I organized the third English Teachers' Workshop in Himeji at our school with Mr. Akio Sakamoto and Mr. Tetsuro Nishiyama. Despite a busy end of year schedule, more than 50 people participated.

Morning Session (9:30 -12:00):

Mr. Sakamoto, Mr. Nishiyama and myself instructed participants on how to successfully use "**Tadoku**"(extensive reading). Mr. Nishiyama demonstrated how to engage readers through the **use of music and song** and Mr. Sakamoto explained how to read with an **interactive** and **performative style** to engage readers. Many teachers, parents and children learned how enjoyable and useful Tadoku can be for classroom use and personal use.

Lunch time (12:00 -13:00)

Lunch time gave participants the chance to ask questions, seek advice, discuss their ideas and experiences, trial resources and build relationships.

Afternoon Session (13:00 -18:00) (Part 1: Focus on Input)

For this workshop, I divided participants into groups (high school teachers, middle school teachers, primary teachers, private teachers, parents and students) to **discuss how we help learners improve their English** ability in order **to achieve the goals of the education policy in Japan**. Each group produced a poster and a presentation to showcase their thoughts, allowing teachers to see a variety of perspectives on English education. Hearing from parents and students was a valuable experience for teachers, with parents highlighting the need for schools to provide opportunities for **Tadoku** through school libraries.

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TEACHER DEVELOPMENT WORKSHOPS & SHIKAMA HIGH SCHOOL LIBRARY

By Takako Yamane
JTE at Himeji Municipal Shikama HS

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Afternoon Session (13:00 -18:00) (Part 2: Focus on ‘Output’)

Mr. Sakamoto and Mr. Nishiyama showcased a range of speaking and writing activities with videos of their classroom practice and improvement data. Participants practiced **ABEE talk**, in which learners have an improvised conversation in English (one learner speaks about a given prompt, another listens carefully and asks questions to deepen the conversation and two learners provide feedback). ABEE talk helps learners think quickly, listen carefully and develop a more natural communication style. Participants also presented a **musical / skit performance** (The Beauty and the Beast, and The Lion King) to practice English in an engaging way, turning the library into a stage.

Closing(18:00～): (Reflection and photo time)

Participants of the workshop reflected on their experience, describing it as incredibly valuable and engaging.

QFT WORKSHOP in Himeji (SMILE project)

On January 6th, 2019, I organized a QFT workshop in our school with over 30 participants. Last year, Mr. Inoue, who is a vice principal of an elementary school in Himeji, asked me if I could hold a workshop on “QFT,” “SDGs” or “Make Just One Change.” I invited Ms. Kimie Hirano, director of “Hatenathon” and an English teacher in Osaka, to act as facilitator.

Have you read “Make Just One Change” written by Dan Rothstein & Luz Santana? Have you heard of QFT or Hatathon? “QFT” stands for “Question Formulation Technique.” “Hatenathon” is a created word combining “Hatena” (question mark) with “Marathon,” which teaches the importance of asking questions under the rule that everyone’s ideas are respected. Through this method of “Question-driven Learning,” we can build quality relationships and enrich our lives.

Throughout the workshop, we learned about and experienced using QFT. From the first “QFT” session, we realized that we don’t tend to ask questions as we grow older. However, we believe that it is important for us to ask questions and give more opportunities to ask questions, especially for younger generations, so that we can improve our “deep thinking” ability and develop enquiring minds.



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TEACHER DEVELOPMENT WORKSHOPS & SHIKAMA HIGH SCHOOL LIBRARY

By Takako Yamane
JTE at Himeji Municipal Shikama HS

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Thank you very much for giving me an opportunity to write about my workshops and practice. As an English teacher, I believe that it is so important that we cooperate with each other and learn from others by exchanging experiences and thoughts in a more casual, collaborative manner. I do hope that these kinds of workshops continue and help us develop our knowledge and friendship for the future of English education.

Portraits of the Teachers' Workshops and the Library Activities

Teachers' Workshops



Library Activities



EMPHASIZING THE IMPORTANCE OF CULTURE

By Madeleine Smyth
ALT at Taishi High School

At Taishi Senior High School, there's a lot of variety when it comes to English classes. I've been teaching as an ALT at Taishi for a year and a half now, and in that time, I've had the chance to teach many different kinds of English classes.

With my main JTE, Shimizu-sensei, I teach the mandatory English Communication classes, as well as classes like Current English and Intercultural Studies. In Current English, students learn about current news and affairs and practice other types of English they might encounter outside of an academic environment. The majority of our second term in this class was project based, with a first project involving the creation of a newspaper page in groups, and the second project involving the creation of an original story.

Intercultural Studies focuses primarily on learning about the differences between the cultures of other countries, and how much those cultures differ from Japanese culture. In this class, students researched and learned about other countries in English. Our projects all centered on travel and culture, with students becoming "travel agents" as they did presentations on foreign countries and reasons why people should travel to these countries.

We place an emphasis on intertwining culture with English, as I believe learning about culture is an essential part of learning to speak a language. To further this cultural exchange, Taishi High School has a sister school relationship with two overseas schools — Feng Yuan Senior High School in Taichung, Taiwan and Eastern Hills Senior High School in Perth, Australia. There are annual study tour programs to both of these schools, and in the past year we've had students from both schools visit Taishi as well.

Recently, we also had an online conference call during English Conversation class with students from Feng Yuan. Students from Feng Yuan did presentations in English about sustainability and climate change, coming up with ideas for how high school students can reduce their impact on the environment. Taishi students then had the opportunity to ask questions and interact with students from Feng Yuan. In the future, we hope to do more classes like this, to deepen the cultural exchange between our two schools.



Feng Yuan students participating in tea ceremony at Taishi.

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EMPHASIZING THE IMPORTANCE OF CULTURE

By Madeleine Smyth

AL T at Taishi High School

I had the opportunity to see the Taishi students who were on study tour in Perth while I was visiting Perth during the summer holidays to see my family. After spending the week at Eastern Hills High School, on the last day students went to Fremantle to see the maritime museum and Fremantle markets; both are famous cultural sites in Perth. Students were so excited to sightsee around Fremantle and immerse themselves in a different culture. I could tell their English had already improved even just in the week they'd been in Australia, due to being open and willing to interact with those around them. This kind of immersion is, in my opinion, absolutely essential to improving at a language.

When Australian students visited Taishi just over a month later, the Taishi students were extremely welcoming and friendly. They were willing to try and speak English even if they didn't feel confident in their abilities. Normally, students are nervous to speak English and are especially afraid of making mistakes (particularly in front of a native speaker) so it was great to see how having Australian students there had increased their confidence and motivation.

When it comes down to it, motivation and confidence are the key factors in improving English ability. We try to encourage students' motivation in class by emphasizing how useful English can be in a globalized world, even just for something simple and temporary like going on a holiday overseas. There are translation apps available now that make it easy to get by without knowing the language of the country you're visiting, but this does prevent you from forming connections with the local people from these countries.

At Taishi, some students continue on to university after they complete third year, while some are bound for vocational colleges and others head straight into the workforce. Due to this mixture, motivation levels can vary greatly between classes. Some students aren't as interested in English or don't think it will be useful to them in the future. On the other hand, some students are very enthusiastic and want to study abroad after high school, or live overseas, or become English teachers in future. So it can be difficult to strike the right balance in classes.

But by continuing the sister school relationship with Feng Yuan and Eastern Hills, as well as the annual study tour programs to Taiwan and Australia, we hope that motivation to learn English will continue to increase at Taishi. By continuing to focus on the importance of culture in classes like Current English and Intercultural Studies, we hope to increase students' knowledge of different cultures and heighten their interest in cultural exchange.

In the end, having perfect English spelling and grammar isn't the most important aspect of fluency – being able to communicate with native speakers and use that English in their everyday life in the future is the real end goal. For that, practice makes perfect, and our aim is to encourage that practice as much as we can.



Eastern Hills students and teachers enjoyed joining English classes at Taishi.

WHAT I'M DOING TO SPUR THE STUDENTS TO STUDY ENGLISH

By Rikiya Tsuchiya
JTE at Yamasaki High School

Introduction

“1 survivor and 39 victims...!” When I asked a question of one student in a class, the other students would often stop thinking about the question. When I started up my career as a teacher at my former high school, my first-year lesson was like that (Sometimes there were 40 victims). Surprisingly enough, they didn't sleep during my class (They were really well-behaved students!), but through their attitudes, I had to face the fact that they didn't want to learn English from me.



Mr. Tsuchiya checking the answers written by each student.

Then, I made up my mind to change this situation. I observed some lessons of my *senpai* teachers at the school. I also took part in some workshops and seminars to improve my teaching skills. What made me relieved was the fact that many of the other teachers had also been troubled with the same type of situation. In addition, what gave me courage was that some of them came up with bright ideas to break through those difficulties. I said to myself, “If they can do it, then I also should be able to do it!”

In my classes, I tried many things that I learned in those seminars and workshops. Sometimes they just induced sleepiness, sometimes they completely threw away the students' motivation, but sometimes, luckily enough, they actually worked!

I am still struggling with my lessons to make them more active, but through these small efforts, I gradually came to understand what I really want to tell the students in my lessons: “Don't be afraid of making mistakes!” and “Collaborate with each other!”

In this article, I would like to share my ideas with the readers by presenting one of my lesson plans, explaining what the aims are and how the students have changed so far.

1. The Students in the First Semester

First of all, I would like to introduce the first-grade students I'm now in charge of at Yamasaki High School. They are very friendly and energetic. They don't hesitate to talk with adults. Moreover, most of them can successfully express their opinions in front of others. However, their weak point is that they can show these abilities only when they speak Japanese.

When it came to speaking English, they hesitated and were afraid of making mistakes. In the first semester, most of them were not confident about their English at all. What was worse, they didn't like English and tended to regard English as the language they could not understand forever. When we took a survey about the English study, “Do you like English (classes)? And Why?,” the majority of their answers were “I don't like English because I cannot understand it at all or the lessons are boring.”

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WHAT I'M DOING TO SPUR THE STUDENTS TO STUDY ENGLISH

By Rikiya Tsuchiya
JTE at Yamasaki High School

2. How I Motivated the Students

I talked over the issue with an English teacher who was also in charge of the first-grade (Mr. K) and we came to one conclusion: The most important thing is to make the students like English. It was a very simple one, but we believed they would learn English more actively and eagerly if they got interested in English. It was the students who were studying English, not us, so we tried hard to generate their motivation. At first, it was as if we were groping in the dark. So, as the first step, we talked about our experiences in foreign countries during our classes, and tried talking with the students in English before and after the classes. Then, the students who looked uninterested in English gradually began to listen to our stories with pleasure during our classes. One student said to me in English, "Goodbye, Sensei!" after school, and another student talked to me when it started to rain, "It is rainy, Sensei. Is it correct?" These chats were very simple, but they really made us delighted and motivated us. We also used presentation software such as PowerPoint and Keynote to make our lessons more lively and understandable. The voice of the students became louder when they repeated the new words in the textbooks. Their eyes looking at the clock on the wall started to come back to the monitor displaying English words. We felt that the students gradually got interested in English!

During these struggles, I noticed that the students were speaking English well when the teachers established an atmosphere where they could feel safe to make mistakes. For example, I always put on some background music while they were speaking English. Before I utilized the sound effect of BGM, the students tended to stop talking when the other students finished speaking English. I thought they didn't want to make mistakes in quiet classrooms. However, when I turned on a piece of light music, they got relaxed and spoke English more because it broke the silence in the classrooms. This idea proved to be effective and worked well !

To generate a comfortable atmosphere in classes, it was very important for teachers to prepare these kinds of small tricks such as background music, but it was more necessary for the students to collaborate with each other to foster and stimulate their motivation. I had tended to



Students writing as many words as possible during the "English Shiritori."

correct their mistakes as soon as possible in classes, but I found that this attitude to the students created a negative atmosphere and they lost their motivation. Instead, before they answered the questions and I explained the content of the lessons, I added a pair or group work. Actually, it took much time for the students to read and understand the content, but the students looked relaxed because they could ask the other students what they didn't understand. What was more, they realized that other students also had problems and questions.

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WHAT I'M DOING TO SPUR THE STUDENTS TO STUDY ENGLISH

By Rikiya Tsuchiya
JTE at Yamasaki High School

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3. An Example of My Lesson Plan

Struggling with my task every day, I managed to motivate the students. Here is one of my lesson plans. I do this type of lesson in the first period of each new chapter of a textbook.

(1) Ice Breaking (5 minutes)

Any activities are fine but the point is to make the students use simple English actively. The most popular activity among the students is “Shiritori Competition.” They make groups of four and the teacher gives each group a blank sheet of paper. Then, they play Shiritori in English. They write down as many English words as possible by turns in the groups within two minutes. The group which can write words most is the winner.

(2) New Words Practice (10 minutes)

Usually, the teacher reads the new words in the chapter aloud one by one and the students repeat them after the teacher. However, in my classes, one of the students in each group plays a teacher's role. Students decide the person who plays the role of a teacher. Then, the selected students read the new words aloud and the others repeat them after the ‘small’ teachers. Of course, some of their pronunciations are wrong, so the teacher always reads the words aloud correctly at the end of the activity.

(3) Grasp the Content of the Passage (30 minutes)

This is the main part of my lesson. After the teacher introduces the new words, the students read the passage and answer the questions about it. I prepare one worksheet (No.1) and four worksheets (No.2). In the worksheet No.1, I type some questions about the whole passage in one chapter of the textbook. In the worksheets No.2, each of the four worksheets contains one of the passages which were divided into four parts in advance.

Students in each group pick out their own parts (A, B, C, and D). Then, the teacher gives each group five worksheets (One is No.1 and the other four sheets are No.2, A, B, C, and D). Each student in the group reads his or her own part only (For example, student A reads only part A.) and answers the questions in No.1. If they have any question about their parts, they can move to the other groups and ask the students who are in charge of the same part for help. This activity is almost like “the Jigsaw method.”



Students tackling with the questions
in the worksheets.

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WHAT I'M DOING TO SPUR THE STUDENTS TO STUDY ENGLISH

By Rikiya Tsuchiya
JTE at Yamasaki High School

When they finish answering all the questions in No.1, I check their answers at the front desk one by one, and if they are not correct, the students go back to their own seats and work on the questions again in their groups. This is one of the points. After the teacher's check, they can try to answer the questions with the members of the same group. If their answers are correct, I give them other worksheets one by one. I prepare three kinds of worksheets. The first one includes questions about the content of the passage but they are more specific than those in worksheet No.1, and the second one includes questions about the new words and grammatical points, and the third one includes questions about the content and translation. The students can work on the first sheet in a group, but they should deal with the other two worksheets individually.

(4) Survey (5 minutes)

The teacher takes a simple survey or questionnaire of the lesson. The students are required to write what they have learned and what they could not understand during the class.

4. Aims of the Lesson and the Results

Needless to say, the main aim is to motivate the students. To achieve this goal, there are two smaller aims:

Aim 1 To create an atmosphere where they can make mistakes.

Aim 2 To have the students collaborate with each other.

How have the students changed? About Aim 1, especially in New Words Practice, their attitudes completely changed. Now they are not afraid of making mistakes. For example, when a student pronounces "area" as "elia," other students correct it. Then the student who made the mistake thanks the others for their correction.

About Aim 2, especially in "Grasp the Content of the Passage," the students collaborated very well, helping each other to finish the worksheets. However, what makes me the happiest is their looks and appearances. They really enjoy English classes now!

Some of you might be worried about the score of exams. Yes, this is also very important. The students took GTEC by Benesse Corporation in November last year. Actually, in the reading part, their performance was not so good. In that point, I have to improve my lesson more. On the other hand, the students' speaking, writing, and listening scores got fairly better. Particularly, speaking scores were much higher than those of last year. They don't hesitate to speak English now.

In March of this year, we took a survey to see how the students have changed. The main question was "Compared with the first semester, did you come to like English more?" Over 90 % of the students answered "Yes," so Mr. K and I firmly shook hands with each other with great pleasure.

Conclusion

One teacher in my former high school (Mr. I) said to me, "One of our greatest missions as an English teacher is not just to teach English, but to make them like it more (or not to make them dislike it)." These words really moved me, so I always keep his words in mind when I enter the classrooms. Of course, he doesn't mean teaching English for exams is not necessary, it is also important. He means that it is important to think about the students' attitude and motivation more carefully, and that in order to motivate them we need to create an atmosphere where they can feel comfortable to make mistakes and have the students positively collaborate with each other.

I have failed many times so far and probably will keep failing from now on as well. However, other teachers and students always help me improve my classes each time. What is your opinion about your own English classes? I also want you to share your ideas about English classes. So, why don't you contribute to this NEWSLETTER in the next school year? Thank you very much.

THE TALES AND LEGENDS IN SHISO : “Kasha-Baba (火車婆 or Fire-Wheel Witch)”

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

This month, we would like to introduce a ghost story of “Kasha-Baba (Fire-Wheel Witch).” In a village of “Kamimakidani” in Yanasaki-cho, there still lives a legend of a hair-raising monster which devoured the dead bodies of the local people. How did the people get rid of the dreadful witch? What did they learn from the case? (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, when it was a common custom to bury the deceased in the ground instead of cremating them, in Kamimakidani, there often occurred scary cases that an old mountain witch called “Kasha-Baba” appeared with dark clouds and dug up the graves to devour the newly buried bodies of the villagers.

Deeply embarrassed with the situation, the villagers discussed the matter and decided to ask the best hunter in the village to get rid of the monster, Kasha-Baba. After a while, when the day came to bury a body under the earth, the hunter hid himself in a bush near the graveyard and waited for Kasha-Baba to turn up at the spot. Just after the villagers finished the burial work and left the grave, the sky got instantly clouded and Kasha-Baba emerged there with a roar of thunder. The hunter promptly pointed his gun at the witch and fired all the bullets he had with him at Kasha-Baba. However, the scary old woman dodged the bullets by quickly shifting right and left using the tomb stone as a shield, so the hunter failed to hit the bull’s-eye on the monster.

At their wit’s end after failing to kill Kasha-Baba, the villagers requested assistance from a great Buddhist priest who was visiting the village. The priest told them to borrow one bullet from the hunter. Then, the priest offered the bullet at a Buddhist altar, and began to chant a Buddhist sutra with his body and soul in order to expel Kasha-Baba. Several days later, the great priest called the hunter and said, “Keep this bullet in your belly band. When you finish firing all the other bullets you have, shoot this last one aiming at the throat of the monster at the end.”

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THE TALES AND LEGENDS IN SHISO :

“Kasha-Baba (火車婆 or Fire-Wheel Witch)”

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

Several days later, when the burial practice was done again, the hunter waited for Kasha-Baba to show up there as he did before. In the course of time, with the dark clouds gathering over the area, Kasha-Baba appeared, so the hunter fired all the bullets except the last one as he was told to by the priest. Believing that all the bullets were used up, Kasha-Baba began to devour the dead body slowly, as if it was making a fool of him. The hunter, so as not to be noticed by the monster, loaded the gun with the last bullet and pulled the trigger aiming at the throat of Kasha-Baba. The next moment, giving an almighty scream after being shot in the throat, Kasha-Baba fell down to the ground, never to rise again.

The priest said, “Kasha-Baba in itself used to play a role of spirit-carrier of the criminals as a messenger of hell. But it degraded itself to be a monster only to steal the bodies of the dead. It is partly because the villagers have lost their religious faith.” Deeply relieved by the death of the witch, the people decided to make this a good lesson and to lead a religious life, doing what is right. Then, they didn’t have to be afraid of Kasha-Baba any more. The villagers also asked the priest to write a sutra to console the spirit of Kasha-Baba, and they buried it in a mound at the top of the graveyard mountain.

Now it is said that the villagers came to call the area as “Kyouinou-zan(経納山),” or a sutra-offered mountain, after that.

The End

