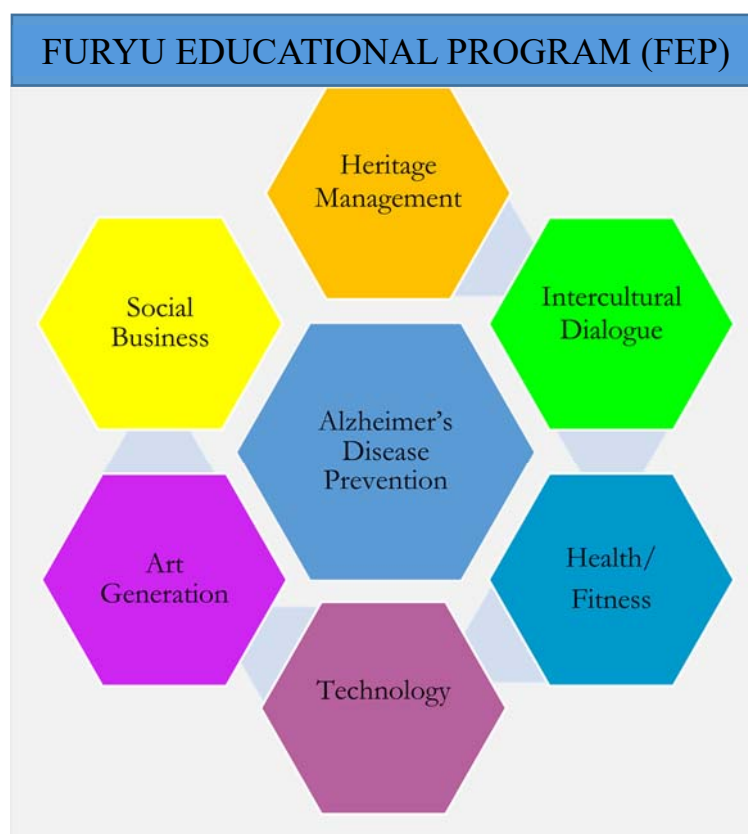# Teaching Portfolio 2020

25th SAGA UNIVERSITY TEACHING PORTFOLIO WORKSHOP
21-23 DECEMBER 2020

Saga University, Faculty of Art and Regional Design
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CONTENTS

1. INTRODUCTION

I am educational researcher with a doctorate in education from Durham University, and an MA in English language teaching from Essex University in England. My two thesis titles (below) show my long-standing interest in and commitment to both student and teacher development. However, I studied law at King's College, London at undergraduate level, which developed my sense of social justice and infused my personal and professional development on many levels throughout my increasingly international life. I have lived in Japan for about 25 years (i.e. about half my life).

- **MA Thesis Title:** The Application of Learning Strategy Research within a Reflective Model of Teacher Development
- **PhD Dissertation Title:** Managing the Evaluation of Difference in Foreign Language Education: A Complex Case Study in a Tertiary Level Context in Japan

How can prejudice against foreigners be overcome through foreign language education? This burning question initially drove me into research at the start of the millennium as I personally struggled with prejudice and employment discrimination against 'native speakers' of English in the Japanese university context two decades ago.

Seeking a constructive way forward through doctoral research, I developed the *Intercultural Dialogue Model* (IDM) as a way of developing learners' intercultural communicative competence (ICC) (Byram, 1997) in practice (Houghton, 2012). In this process, learners move through self-reflection, critical analysis and evaluation of themselves and others with reference to carefully selected overarching standards (e.g. human rights) which leads to transformation of self and society. In this process, the ability to pass judgment through the deployment of critical cultural awareness (i.e. non-prejudiced judgment) is actively cultivated to counter prejudice in various forms (e.g. racism, nationalism, sexism) through education. This remains a core tenet of my life's work.

Two decades ago, there was no word for prejudice against 'native-speakers', so I initially struggled to locate my problem in the academic literature. Around 2005, I discovered the term native-speakerism used by Holliday to describe employment discrimination against language teachers based on whether or not they are considered 'native-speakers' in a bid to oppose discrimination against 'non-native-speakers'. Notably, language teachers perceived as 'non-native speakers' tend to face pre-employment discrimination at the interview stage, while language teachers perceived as 'native speakers' tend to face post-employment discrimination once they have been employed, often facing non-renewable limited term contracts in Japan, although these kinds of problems seem to be found worldwide. Damian Rivers and I accepted but expanded Holliday's concept of native-speakerism in our co-edited book on native-speakerism in Japan (Houghton and Rivers, 2013) to oppose prejudice and discrimination against 'native-speakers' as well as 'non-native speakers'.

This book, and its related work, has since become part of a global shift to reject the 'native-speaker' as a role model for language learners, taking a peace-oriented approach that potentially protects all language teachers against prejudice and discrimination based on perceived '(non) native speaker' status. In this spirit, I developed

a framework for post-native-speakerist education partly by cultivating code-switching plurilingualism (Houghton, 2018) in my classes. Code-switching plurilingualism involves the flexible switching and mixing of multiple languages and other codes such as dialects for particular communicative purposes, which in my case includes English as a Lingua Franca (ELF), Japanese and other relevant local codes (such as Kashima dialect(s), and culture-specific language used in Menburyu communities in rural areas in Saga prefecture, Japan) and (dance-related) non-verbal communication.

Enduring core tenets of my teaching work to date rooted in this evolving body of work are reflected in the following four key terms:

1. ICC
2. intercultural dialogue
3. post-native speakerism
4. code-switching plurilingualism

I have presented my educational research at international conferences around the world, and I have published many academic books and articles. Notable among them is a journal article entitled *An exploration of the communication strategies used when culture-laden words are translated from Japanese to Arabic in ELF interaction*[1] that I co-authored with Khalifa Abubaker Al-Asswad from the University of Tripoli in Libya. It was based on a classroom research project we developed and conducted together with students in the *Faculty of Culture and Education* at Saga University during a two-month sabbatical I hosted from April-May 2013, which was funded by a research grant awarded to him by the Libyan government. In January 2015, I established my own book series on *Intercultural Communication and Language Education,* upon the invitation of major international publisher *SpringerNature*, with Melina Porto from the *University of La Plata* in Argentina. Recently, I served as an external examiner for Zelinda Sherlock's doctoral thesis at Deakin University, Australia. The thesis title was *A penchant for Nihonjinron: The interconnected dynamics of intersectionality, intercultural communication and language learning*.

In such ways, through my international work, I link people on opposite ends of the globe, addressing themes of international importance in the process. I have copied my full list publications reporting educational research into Appendix 1. In the course of generating these publications, partly due to a somewhat sedentary computer-oriented lifestyle, I gained a lot of weight in my late 30's and I fell into ill health in my 40's, but when I started Zumba classes with professional fitness instructor Kazuki Miyata at my local sports club, I lost over 10 kilos in around 6 months, regaining my physical strength, health, agility and spirit in the process, in connection with the Zumba community. I regained my smile and looked forward to my new position at work.

At that time, to prepare for my transfer from the *Faculty of Culture and Education* to the *Faculty of Art and Regional Design* at Saga University in 2016, curriculum

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[1] Houghton, S.A & Al-Asswad, K.A. (2014) An exploration of the communication strategies used when culture-laden words are translated from Japanese to Arabic in ELF interaction. *Linguistics and Education,* pp.28-40. http://dx.doi.org/10.1016/j.linged.2014.08.001

planning was needed to bridge culture, English language education, art and regional design, considering university goals. The *Faculty of Art and Regional Design* aims to equip students to pursue regional development through art considering the meaning of art to include not only fine art and design but also curating, science and economics. This broad purview responds to societal needs for artistic viewpoints in areas such as tourism, mass communication, and regional councils involved in community and regional development. When I started preparing my new curriculum, I wondered what my artistic focus should be, so I chose to seek ways of expressing the joyful, uplifting feeling of flight experienced during Zumba dance-fitness classes, but there was no word in English to capture that feeling, so I was at a loss for some time.

However, Zumba highlighted useful mechanisms through which dance and fitness can be explored in relation to both verbal and non-verbal communication, community-building, gender, improvisation and memory, the history of dance, cultural preservation and revitalization, and global business branding in socially useful ways, notably health. Through collaboration with Kazuki Miyata, I developed and ran a number of intercultural dance-fitness events focusing on various dance-related themes with *NPO Tiempo Iberoamericano* in Fukuoka, which also involved my dressing up in wigs and various fancy costumes to explore identity-related issues connected to the concept 'I am art'. This all provided me with a useful framework within which to understand dance from various standpoints.

Then, a Saga University graduate student introduced me to a traditional form of mask dance in Saga called *Menburyu*, recommending me to visit the statue outside Saga train station. I was instantly attracted to the dance by the wig (*shaguma*) because I myself liked wearing wigs, and by the sense of lift expressed by the statue which captured the feeling of flight during dance that I wanted to express artistically. When I learned the meaning of the word Menburyu, which can roughly be translated into English as 'dancing in the breeze' (*furyu*) 'wearing a mask' (*men*), I found the word I needed: FURYU. This is how my educational program got its name.

When I learned that Menburyu and other forms of orally transmitted traditional (*densho geino*) culture are endangered in Japan's ageing society, I wondered whether the preservation and revitalization of Menburyu might be supported by the development of a modern dance-fitness program inspired by movements and concepts from Menburyu connected to my educational program. This is how the development of *Menburyu-Inspired Dance-Fitness* (MIDF) with Kazuki Miyata began, with the support of Kashima City Hall. Public exhibitions showcasing the project to date include:

- *Menburyu: Past, Present and Future* (Saga University Art Museum, January 2019). See Appendix 3 for the project timeline.
- *The Ryuzoji Clan, the Nabeshima Clan and the Relationship between them* (Saga University Library, January 2020).
- *Ryuzoji Clan History through Menburyu* (Saga University Art Museum, January 2021 / planned).

While researching ways of integrating the social business concept into my curriculum with the help of the *Social Business Research Centre* (SBRC) at Kyushu University, I was unexpectedly introduced to Kensuke Ryuzoji, who claims to be the descendent of Takanobu Ryuzoji's third son. This exciting discovery galvanized the

historical aspect of the FEP project and motivated the development of the third exhibition exploring *Ryuzoji clan history through Menburyu* (under preparation). In his online guest lecture to us on Webex in July 2020, Mr. Ryuzoji shared with us the trajectory of Ryuzoji clan history from a family perspective, revealing apparently little-known information about the Ryuzoji clan since its apparent disappearance from the historical record around 400 years ago, at the start of the Edo period in Japan. Following on from the success of the first Menburyu-related exhibition in 2019, which attracted a lot of media attention, my students are now (Jan. 2021) taking some responsibility not only for exhibition development but also for liaising directly in Japanese with Mr. Ryuzoji regarding content and media management issues during the COVID-10 Global Pandemic. In this way, I try to engage students in meaningful projects of genuine social value and empower them to do things that I myself cannot, motivating them by making them feel and know that they can become experts in their fields and change the world in the process.

Relevant websites include:

- http://pqdtopen.proquest.com/pqdtopen/doc/304380360.html?FMT=ABS
- https://sdgs.un.org/goals
- http://www.saga-u.ac.jp/english/
- http://www.saga-u.ac.jp/english/academics/faculty_Art.pdf
- http://www.saga-u.ac.jp/english/academics/graduate_Art.pdf
- http://www.springer.com/series/13631
- https://stephhoughton.wixsite.com/mysite-1
- https://stephhoughton.wixsite.com/mysite-2
- https://www.facebook.com/StephanieAnnHoughton
- https://www.facebook.com/stephaniesensei1

2. TEACHING RESPONSIBILITIES (2016-2020)

Since April 2016, I have taught courses for both undergraduate students in the *Faculty of Art and Regional Design*, and post-graduate students of various nationalities in the *Graduate School of Regional Design in Art and Economics* at Saga University. Undergraduate courses include *Key Concepts in Art, Intercultural Communication and Art 1-3, Critical Studies in Language and Image 1-3, Art in Context* (open to international students), *Domestic and International Training* and seven classes in *Art and Society 2*.

Post-graduate courses include *Intercultural Communication a* and *Intercultural Communication b*, and MA graduation thesis supervision. In addition, during the transition period from the *Faculty of Culture and Education* to the *Faculty of Art and Regional Design*, I continued to teach courses in the former, and to supervise graduation thesis research there (ongoing).

A conceptual overview of my undergraduate courses in the *Faculty of Art and Regional Design* is presented in Figure 1 below. See Appendix 2 for further detail. When the *Faculty of Art and Regional Design* opened, I also published a range of textbooks, which I adapt to the changing needs of the students in different course-specific ways. This

textbook series reflects the early conceptualization of what was to become the *FURYU Educational Program* (FEP).
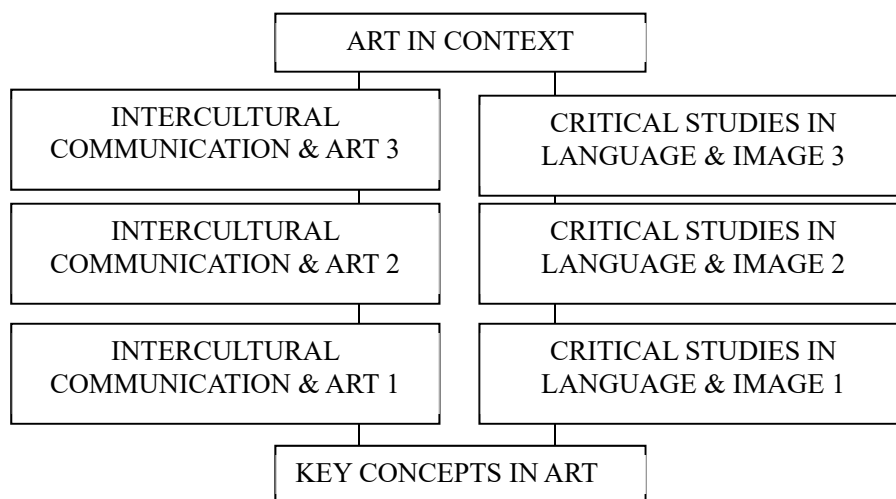
Figure 1: Curriculum Overview

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                        ┌─────────────────────────┐
                        │     ART IN CONTEXT       │
                        └─────────────────────────┘
┌─────────────────────────┐       ┌─────────────────────────┐
│     INTERCULTURAL        │       │   CRITICAL STUDIES IN    │
│   COMMUNICATION & ART 3  │       │   LANGUAGE & IMAGE 3     │
└─────────────────────────┘       └─────────────────────────┘
┌─────────────────────────┐       ┌─────────────────────────┐
│     INTERCULTURAL        │       │   CRITICAL STUDIES IN    │
│   COMMUNICATION & ART 2  │       │   LANGUAGE & IMAGE 2     │
└─────────────────────────┘       └─────────────────────────┘
┌─────────────────────────┐       ┌─────────────────────────┐
│     INTERCULTURAL        │       │   CRITICAL STUDIES IN    │
│   COMMUNICATION & ART 1  │       │   LANGUAGE & IMAGE 1     │
└─────────────────────────┘       └─────────────────────────┘
                  ┌─────────────────────────────┐
                  │   KEY CONCEPTS IN ART        │
                  └─────────────────────────────┘
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Table 1: Textbook List[2]

	Year	Title
1	2017	Intercultural Communication and Values: Study Abroad and Art.
2	2017	Intercultural Communication in an Ageing Society
3	2017	Intercultural Identity in Intercultural Space: Dance, Language and Pottery.
4	2016	Race, Gender and Stereotypes.
5	2016	Intercultural Communication Using ELF: Key Concepts in Art and Regional Design.
6	2016	Intercultural Dialogue in Practice: An Intercultural Communication
7	2016	Intercultural Dialogue Through Children's Literature

3. TEACHING PHILOSOPHY

Living in international society with its identity-related challenges, I self-regulate by functioning as a reflective practitioner (Schon) and a transformative intellectual (Giroux), constantly reflecting on what it means to be a human being in this increasingly interconnected world, what is needed both to preserve and revitalize human society at any given time critically, peacefully and dynamically, and how I can impart my

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[2] https://www.amazon.co.jp/s?k=Stephanie+Ann+Houghton&ref=nb_sb_noss

understandings to students through research-oriented educational processes that are multi-disciplinary in nature.

By bringing different schools of thought into contact, I strive to identify new issues, connections, and points of concern from the clash and gaps emerging between them, taking a future-oriented view of society that informed by both past and present understandings. In this way, I hope to motivate students by transmitting and absorbing them into my excitement at exploring liminal yet dynamic zones, taking students with me on my research journeys, hopefully inspiring, equipping and empowering them to embark on their own in the process.

Universities are and should ultimately be research-oriented to push the limits of human knowledge, breaking barriers in the process. While I broadly align my teaching philosophy with the stated aims of the *Faculty of Art and Regional Design* presented online in English as noted above, I fundamentally cherish and protect academic freedom and freedom of expression both for myself, and my students. I actively encourage students to challenge the power structures that limit them through the development of criticality and social action, which may include challenging my own views and position as a teacher, and the university institution itself.

To these general ends, I cultivate students' artistic methodologies and sensitivity in post-modern ways through reflective ICC development through intercultural dialogue, taking a post-native speakerist approach that connects people and products through art as a vehicle for self-expression and message transmission. I strive to establish meaningful links between language, image, communication and community, contributing to regional and international development in the process. I am currently taking the UN SDGs as an overarching referential value-laden framework for curriculum development, linking the following components: health, quality education, gender equality, peace justice and strong institutions, and sustainable cities and communities.

Within this framework, I connect with art and regional design through performing arts (dance) and fitness respectively, centring on Alzheimer's Disease prevention, since both bilingualism and aerobic exercise (including dance) seem to help prevent or delay Alzheimer's Disease development to some extent. I placed this goal at the centre of my curriculum since around 40% of potential Alzheimer's Disease cases seem preventable through simple lifestyle management that can feasibly be approached through education at all levels in enjoyable and artistic ways. In this way, I align my teaching philosophy with my changing perceptions of social needs in Japan's rapidly ageing society and the world while looking after individual needs perceived and actual, including my own.

4. TEACHING AIMS AND METHODS

My teaching philosophy is operationalised through the conceptual framework of the *FURYU Educational Program* (FEP) that has evolved through experience in recent years. The FEP promotes Alzheimer's Disease prevention strategies through (1) heritage management (2) intercultural dialogue, (3) health and fitness, (4) technology, (5) art generation and (6) social business, to preserve and revitalize both personal and social memory within the overarching framework of UN SDGs, from multidisciplinary standpoints, centring on health as the unifying concept.

In Table 2 below, an overview of teaching methods used in my textbooks is presented which provides the general framework for my courses that serve as springboards for pedagogical activity. A more detailed overview of the FEP methodological approach is presented in Appendix 7.

Table 2: Teaching Methods Overview

	Textbook Title	Course-Specific Teaching Methodology	Regular Post-Class Self-Reflection
1	Intercultural Communication and Values: Study Abroad and Art.	Intercultural dialogue, negotiation, mediation skill development; conflict resolution based on value / concept difference in study abroad contexts referring to student experience	To develop meta-cognitive and meta-affective awareness and control, student reflective, critical abilities are cultivated systematically through an ongoing post-class weekly diary for the purposes of reflection upon thinking, feeling, learning, and also to trigger student-teacher dialogue that can transform both student and teacher in the process
2	Intercultural Communication in an Ageing Society	Small scale empirical interview/diary-based research project development; explore and connect intercultural communication and social trends in ageing society related to life expectancy, health, fitness and brain healthy lifestyle across the lifespan	
3	Intercultural Identity in Intercultural Space: Dance, Language and Pottery.	Through case study research, participant observation and ethnographic fieldwork, explore links between art, intercultural communication and community development focusing on identity development connected to dance, pottery and language	
4	Race, Gender and Stereotypes.	Small scale empirical questionnaire-based research project development; develop critical awareness of and	

		investigate (stereotype-based) race and gender as part of ICC
5	Intercultural Communication Using ELF: Key Concepts in Art and Regional Design.	Community development through experiential learning through intercultural dance and food events; explore links between language, culture and inter group dynamics using ELF in various multilingual settings; event development as social business
6	Intercultural Dialogue in Practice: An Intercultural Communication	Identity development through self-reflection, critical and analysis and evaluation of self and other, personal and social transformation
7	Intercultural Dialogue Through Children's Literature	Explore intercultural dialogue embedded in children's story through literature review; generate own children's story to transmit value laden social messages for educational purposes; develop critical cultural awareness in the process

5. OUTCOMES

In addition to checking student feedback in university-generated questionnaires, which typically tend to be positive, I actively elicit frequent feedback from students via regular diary-based post-class self-reflection on thoughts, feeling and learning. A range of recent responses from students using the textbooks this term are presented, by way of example, in Table 3 below.

Table 3: Student Feedback

	Recent Feedback
1	Enjoyment of fieldwork in local areas of interest because it heightens their critical sense of where they are in time and space, helping them to envision the future better
2	Enjoyment of the joy of academic freedom by pursuing personal interests within my framework developing and occupying a niche, especially in 1-1 classes

3	Enjoyment of online intercultural dance and food events, embracing the challenge of holding online events with a view to creating new online futures taking a problem-solving approach in which it is fun to make mistakes
4	Enjoyment of writing children's stories and finding hidden aspects of culture lying behind story, legend and competing historical accounts

Since I aim to train students to become researchers in their own right, I take the emergence of graduation thesis research from my program to be one measure of success. Notable examples are provided below.

In the *Faculty of Culture and Education*, for example:

- The conservation of traditions, using Menburyu as an example, was explored by Taisei Arakawa with a special focus on how people can conserve their own traditions in rural areas in a project that was reported in the *Yomiuri Shimbun* newspaper on 4 January 2019 within the first publican exhibition mentioned above (see Appendix 4)
- I am currently supervising an undergraduate thesis by Mio Jinno which explores (1) differences between Furyu in Isahaya and Menburyu in Saga, and (2) why and when they divided. In the process that led to the formulation of this project, she took part in course-related fieldwork to Isahaya that was reported in the *Nagasaki Shimbun* newspaper on 7 July 2019 (see Appendix 5).
- In addition, Ugne Gelazinyte (Department of Cultural Studies, Faculty of Humanities, Vytautas Magnus University, Lithuania), who took my Art in Context course from April-July 2020 as a member of the SPACE-E program for international students at Saga University, is currently developing her undergraduate graduation thesis in Lithuania exploring possible links between different *bakeneko[3]* stories and actual historical events. Although I am not her supervisor, I am supporting her research by distance, and she has agreed to contribute exhibition panel(s) to the *Ryuzoji Clan History through Menburyu* exhibition, which is scheduled to be held in January 2021 in *Saga University Art Museum* (SUAM).

In addition, I have supervised three MA graduation theses related to intercultural dialogue conducted in the *Graduate School of Regional Design in Art and Economics:*

- Intercultural dialogue in intercultural space was explored from a city planning standpoint by Janjira Sukwai from Thailand
- Problems facing international students studying abroad in Japan were explored from multiple intercultural communication standpoints by Devi Oktabrianti from Indonesia
- Intercultural dialogue through art was explored from a Nagasaki-based management standpoint by Maki Maeda with a special focus on promoting peace through art-related intercultural dialogue.

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[3] The term *bakeneko* refers to a vampire cat legend originating in Saga prefecture

My students from the *Faculty of Culture and Education* have, for example, gone on to work in local government (e.g. Ureshino City Hall, Saga Board of Education), at schools as English teachers and elementary school teachers, as well as pursuing graduate studies in the *Graduate School of Art and Economics* at Saga University.

6. FUTURE GOALS

Short-term goals relate to a recent curriculum change due to to take effect in April 2021. Namely, the *Domestic and Foreign Arts Training* course has been abolished due to the COVID-19 Global Pandemic. It has instead been included in the *Regional Development Fieldwork* program taking an international view under the name *Kashima Art Festival*. I hope to develop this collaborative program effectively with colleagues. In the longer term, the FEP project has been included in the *Vision 2030 (Kashima Art Project)* with Mie Ishii and Shinichi Hanada from the *Faculty of Art and Regional Design*. It is potentially a ten-year collaborative educational research project, through which I hope to develop (with Kashima City Hall and Menburyu communities in and around Kashima):

- A bilingual Menburyu digital museum for personal and social memory preservation and revitalization purposes. I am open to future collaboration with experts from all fields relevant to the FEP, especially Alzheimer's Disease prevention and heritage management
- An online *Menburyu-Inspired Dance-Fitness* (MIDF) database, with Kazuki Miyata
- *Kashima Art Festival* (inspired by the *Andong Mask Dance Festival* in South Korea)[4]

In parallel, I hope to explore the rich cultural history of Saga with and through students in Japanese to share it with the world in English through high level academic international publication. In addition, I hope to connect it with the England with a view to promoting deeper cultural exchange between Japan and the England in the long-term, notably through the Armstrong cannon and the city of Newcastle in northern England where *Cragside*, the home of William Armstrong (the cannon designer and manufacturer), is located, and where I have potentially relevant family background to explore.

7. APPENDICES

APPENDIX 1: PUBLICATIONS

Academic Books
1. Houghton, S.A. & Bouchard, J. (2020) *Native-speakerism: Its resilience and undoing.* Singapore: Springer Nature.
2. Houghton, S.A., Rivers, D.J. & Hashimoto, K. (2018) *Beyond Native-Speakerism: Current Explorations and Future Visions.* London: Routledge.
3. Houghton, S.A. & Hashimoto, K. (2018) *Towards Post-Native-Speakerism: Dynamics and Shifts.* Singapore: Springer Nature.

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[4] http://www.maskdance.com/eng/main.asp

4. Houghton, S.A. (2014) *Researching the Stereotypes of People Around Me - An Introductory Thesis Writing Course for International Students.* Newcastle: Cambridge Scholars Publishing.
5. Houghton, S.A. (2013) *How Interculturally Competent am I? An Introductory Thesis Writing Course for International Students.* Newcastle: Cambridge Scholars Publishing.
6. Rivers, D. & Houghton, S.A. (Eds.) (2013) *Social identities and multiple selves in foreign language education.* London: Bloomsbury Academic.
7. Houghton, S.A., Furumura, Y., Lebedko, M. and Song L. (Eds.) (2013) *Developing critical cultural awareness: Managing stereotypes in intercultural (language) education.* Newcastle, England: Cambridge Scholars Publishing.
8. Houghton, S.A. & Rivers, D. (Eds.) (2013) *Native-speakerism in Japan: Intergroup dynamics in Foreign Language Education.* Bristol, England: Multilingual Matters.
9. Houghton, S.A. (2012) *Intercultural dialogue in practice: Managing value judgment in foreign language education.* Bristol, England: Multilingual Matters.
10. Houghton, S. & Yamada, E. (2012) *Developing criticality in practice through foreign language education.* Frankfurt Am Mein: Peter Lang Publishing Group.
11. Tsai, Y & Houghton, S. (eds.) (2010) *Becoming intercultural: Inside and outside the classroom.* Newcastle, England: Cambridge Scholars Publishing.

Academic Book Chapters
1. Bouchard, J. and Houghton, S.A. (2020a). Introduction. In. S.A. Houghton & J. Bouchard. *Native-speakerism: Its resilience and undoing.* Singapore: Springer Nature.
2. Houghton, S.A. (2020b). Overcoming native-speakerism through post-native-speakerist pedagogy: Gaps between teacher and pre-service English teacher priorities. In. S.A. Houghton & J. Bouchard. *Native-speakerism: Its resilience and undoing.* Singapore: Springer Nature.
3. Houghton, S.A. (2020c). Menburyu and the shaguma: (De)constructing (inter)national cultural practices and symbols within a post-native-speakerist framework. In. S.A. Houghton & J. Bouchard. *Native-speakerism: Its resilience and undoing.* Singapore: Springer Nature.
4. Turner, M.W., Schaefer, M.Y. and Lowe, R.J. and Houghton, S.A. (2020). Towards the undoing of native-speakerism through dialogue: A plenary interview process. In. S.A. Houghton & J. Bouchard. *Native-speakerism: Its resilience and undoing.* Singapore: Springer Nature.
5. Houghton, S.A. & Huang, M.L. (2016) *Incorporating environmental action into intercultural dialogue: Personal and environmental transformation as by-products of developing ICC.* In Byram, M. *et al* (Eds.) Education for Intercultural Citizenship – Principles in Practice. Bristol: Multilingual Matters.
6. Houghton, S. (2013) Harmony versus critical cultural awareness: A case study of intercultural language education in Japan. In Jia Yuxin, Liu Changyuan and Song Li (Eds.) *Exploration of Intercultural Communication Research and Practice*, pp. 514-533. Shanghai: Shanghai Foreign Language Press.
7. Rivers, D.J. and Houghton, S.A. (2013). Identities in Foreign Language Education. In D.J. Rivers and S.A. Houghton (Eds.), *Social Identities and Multiple Selves in Foreign Language Education* (pp. 1-12). London and New York: Bloomsbury.

8. Houghton, S.A. (2013) Setting Standards for Intercultural Communication: Universalism and Identity Change. In Rivers, D. & Houghton, S.A. (Eds.) *Social identities and multiple selves in foreign language education.* London: Bloomsbury Academic.

9. Houghton, S.A. (2013) Introduction. In Houghton, S., Furumura, Y., Lebedko, M. and Song L. (Eds) *Developing critical cultural awareness: Managing stereotypes in intercultural (language) education.* Newcastle, England: Cambridge Scholars Publishing.

10. Houghton, S.A. (2013) Managing stereotypes through experiential learning. In Houghton, S., Furumura, Y., Lebedko, M. and Song L. (Eds) *Developing critical cultural awareness: Managing stereotypes in intercultural (language) education.* Newcastle: Cambridge Scholars Publishing.

11. Houghton, S.A., Lebedko, M. and Song, L. (2013) Exploring and illustrating stereotypes in the Far East: Mutual perceptions of university students in Japan, Russia and China. In Houghton, S., Furumura, Y., Lebedko, M. and Song L. (Eds) *Developing critical cultural awareness: Managing stereotypes in intercultural (language) education.* Newcastle, England: Cambridge Scholars Publishing.

12. Houghton, S.A. & Rivers, D. (Eds.) (2013) Redefining Native-speakerism. In Houghton, S.A. & Rivers, D. (eds.) *Native-speakerism in Japan: Intergroup dynamics in Foreign Language Education.* Bristol, England: Multilingual Matters. Clevedon, England: Multilingual Matters.

13. Houghton, S.A. (2013) The overthrow of the gaikokujin kyoushi system and its aftermath. In Houghton, S. & Rivers, D. (eds.) *Native-speakerism in foreign language education: Intergroup dynamics in Japan.* Bristol, England: Multilingual Matters.

14. Houghton, S. (2011) Silence in foreign language education: Face-to-face and computer-mediated communication in the Japanese context. In Chan, W. M., Chin, K. N. and Nagami, M. (Eds.), *Media in Foreign Language Teaching and Learning*, (pp. 269-294). Berlin, New York: De Gruyter Mouton.)

15. Houghton, S. (2011) Within-self diversity: Implications for ELT materials design. In Thang, S.M., Krish, P., Wong, F.F., Lin, L.L., Jamilah Mustafa &, Marlyna Maros (Eds.) *Language and Cultural Diversity: Global Realities and Challenges* (pp106-129). Serdang: Universiti Putra Malaysia Press.

16. Houghton, S. (2010) Silence in foreign language education: Face-to-face and computer-mediated communication in the Japanese context. In Chan, W. M., Chin, K. N. and Nagami, M. (Eds.), *Media in Foreign Language Teaching and Learning*, (pp. 269-294). Singapore: National University of Singapore, Centre for Language Studies.

17. Houghton, S. (2010) Savoir se transformer: Knowing how to become. In Tsai, Y & Houghton, S. *Becoming intercultural: Inside and outside the classroom.* Newcastle: Cambridge Scholars Publishing.

Journals: Special Issues

1. Porto, M. & Houghton, S.A. (Eds.) (Forthcoming) Arts integration and community engagement for intercultural dialogue through language education *Language Teaching Research (Special Issue).*

2. Porto, M., Houghton, S.A. & Byram, M. (Eds.) (2017) Guest Editorial. Special Issue on Intercultural Citizenship in the (Foreign) Language Classroom, *Language Teaching Research (Special Issue).*
3. Houghton, S.A. (March, 2017) AILA Matters: Native-speakerism across languages and contexts AILA ReN update. *International Journal of Applied Linguistics.*

Journals: Articles
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APPENDIX 2: COURSES

2021 (April~)

TERM 1

FRI 1, 2 (CSF)
- **Subject name / number:** Chiiki-Sousei-Fieldwork
- **Class / Year:** 2021 (Term 1, 2)
- **Number of participants:** 12?
- **Grade:** Undergraduate
- **Type:** Optional
- **Features:** This research project forms part of the Kashima Art Project (Vision 2030). Through UN SDGs, we will help preserve/revitalize traditional local performing art *Menburyu* to help prevent Alzheimer's Disease.

- **Overview:** Through collaboration with *Menburyu* communities/Kashima City Hall, we will develop (1) a bilingual *Menburyu* exhibition/digital museum, (2) an online Menburyu-Inspired Dance-Fitness (MIDF) database, and (3) Kashima Art Festival

2020
TERM 1

TUES 2 (CSLI2)

- **Subject name / number:** Critical Studies in Language and Image 2 / D1406200
- **Class / Year:** 2020 (Term 1)
- **Number of participants:** 0
- **Grade:** Undergraduate School
- **Type:** Optional
- **Features:** While reviewing and developing basic research methods, this course will help develop academic writing skills in English
- **Overview:** Students will develop and conduct an independent research project related to fitness and healthy aging in aging society. They will report, present and exhibit their work. Students will take part in an exhibition to showcase their work and develop a portfolio based upon it.

TUES 5 (ICA2)

- **Subject name / number:** Intercultural Communication and Art 2 / D1406400
- **Class / Year:** 2020 (Term 1)
- **Number of participants:** 0
- **Grade:** Undergraduate
- **Type:** Optional
- **Features:** While reviewing and developing basic research methods, this course will help develop academic writing skills in English
- **Overview:** Students will develop and conduct an independent research project related to the use of technology in aging society in rural community in the 4th Industrial revolution. They will report, present and exhibit their work. Students will take part in an exhibition to showcase their work and develop a portfolio based upon it.

FRI 1, 2 (DFAT)

- **Subject name / number:** Domestic and Foreign Arts Training (国内外芸術研修)
- **Class / Year:** 2020 (Term 1, 2)
- **Number of participants:** 4
- **Grade:** Undergraduate School
- **Type:** Optional
- **Features:** This class aims to develop student research skills in relation to benefit regional design from international standpoints through the development of two mini-thesis reports reporting their research projects

- **Overview:** Students will research Ryuzoji clan history and present their work in an exhibition. They will develop two online Menburyu-Inspired Dance-Fitness events.

FRI 3 (AinC)
- **Subject name / number:** Art in Context / G2300053, D1406600
- **Class / Year:** 2020 (Term 1)
- **Number of participants:** 8
- **Grade:** Undergraduate
- **Type:** Optional
- **Features:** This class aims to develop student teaching skills and pedagogical awareness through experiential learning
- **Overview:** Students will consider how to teach intercultural communication through children's literature by writing a book review, giving an intercultural lesson and writing a children's story based on dance experience in a small community

FRI 5 (ICa GS)
- **Subject name / number:** Intercultural Communication a / P0101100
- **Class / Year:** 2020 (Term 1)
- **Number of participants:** 5
- **Grade:** Graduate School
- **Type:** Optional
- **Features:** While reviewing and developing basic research methods, this course will help develop academic writing skills in English
- **Overview:** Students will develop and conduct an independent research project related to fitness and healthy aging in aging society. They will report, present and exhibit their work. Students will take part in an exhibition to showcase their work and develop a portfolio based upon it.

TERM 2
TUES 1 (CSLI3)
- **Subject name / number:** Critical Studies in Language and Image 3/ D1406300
- **Class / Year:** 2020 (Term 2)
- **Number of participants:** 0
- **Grade:** Undergraduate
- **Type:** Optional
- **Features:** Within the framework of UN Social Development Goals (SDGs), students will explore values related to heritage management through intergenerational, intercultural dialogue.
- **Overview:** Theoretical knowledge will be developed with reference to a particular set of values. Opportunities for experiential learning will be provided in the form

of an intercultural project, which will also develop research skills in the process. Students will take part in an exhibition

TUES 4 (ICA3)

- **Subject name / number:** Intercultural Communication and Art 3 / D1406500
- **Class / Year:** 2020 (Term 2)
- **Number of participants:** 0
- **Grade:** Undergraduate
- **Type:** Optional
- **Features:** This course will highlight links between intercultural communication, art and regional design
- **Overview:** Students will identify and resolve social problems through intercultural space, and consider approaches to cultural revitalization through product design with a special focus on performing arts, pottery and ikebana. Students will take part in an exhibition to showcase their work and develop a portfolio based upon it.

TUES 5 (CSLI1)

- **Subject name / number:** Critical Studies in Language and Image 1/ D1406100
- **Class / Year:** 2020 (Term 2)
- **Number of participants:** 2
- **Grade:** Undergraduate School
- **Type:** Optional
- **Features:** While reviewing and developing basic research methods, this course will help develop academic writing skills in English. Students will take part in an exhibition to showcase their work and develop a portfolio based upon it.
- **Overview:** Students will develop and conduct an independent research project related to gender, stereotypes and health. They will report, present and exhibit their work.

WED 2 (BA)

- Undergraduate research thesis supervision

FRI 2 (KCA)

- **Subject name / number:** Key Concepts in Art / D0001700
- **Class / Year:** 2020 (Term 2)
- **Number of participants:** 24
- **Grade:** Undergraduate
- **Type:** Compulsory (for Domestic/Study Abroad course later)
- **Features:** Introduction to key concepts in Houghton's FURYU Educational Program (FEP) through experiential learning
- **Overview:** Students will take part in various kind of intercultural activities to learn through experience while developing research skills (conceptual analysis/establishing a critical stance for research) in the process. Research methods may include reflective diary (participate/reflect) and observation (participate/observe through photography).

Students will take part in an exhibition to showcase their work and develop a portfolio based upon it.

FRI 3 (ICA1)
- **Subject name / number:** Intercultural Communication and Art 1 / D1300800
- **Class / Year:** 2020 (Term 2)
- **Number of participants:** 1
- **Grade:** Undergraduate
- **Type:** Optional
- **Features:** Students will explore health and wellness in aging society in rural community
- **Overview:** Students will explore the themes of health and wellness through ecotourism (including product design) from intercultural standpoints. Students will take part in an exhibition to showcase their work and develop a portfolio based upon it.

FRI 4 (MA)
- **Subject name / number:** Intercultural Communication b / P0101200
- **Class / Year:** 2020 (Term 2)
- **Number of participants:** 0
- **Grade:** Graduate School
- **Type:** Optional
- **Features:** While reviewing and developing basic research methods, this course will help develop academic writing skills in English
- **Overview:** Students will develop and conduct an independent research project related to gender, stereotypes and health. They will report, present and exhibit their work.

APPENDIX 3: FURYU EDUCATIONAL PROJECT (FEP) TIMELINE

DATE	ACTIVITY
July 2017	Introduction of Menburyu to Stephanie Ann Houghton by a Saga University graduate student (when she put her hand up in class to make a suggestion, changing the world in the process) Visit to the Menburyu statue outside Saga train station (Houghton, Miyata)
10 Sept 2017	Fieldwork to Kashima to observe Menburyu (Hogaura/Yutoku Inari Shrine) (Houghton, Suenaga, Onaga)
21-24 Sept 2017	*1st International Conference on Intercultural Dialogue through the Arts: Community Development, Education and Policy* @ Saga University/*NPO Tiempo Iberoamericano*, Fukuoka Presentations: • Dance fitness as heritage management/revitalization: An intercultural view • Dance fitness as heritage management/revitalization: An intercultural view • Menburyu mask dance Dance workshops: • Menburyu mask dance (Part 1) (Houghton, Miyata) • Menburyu mask dance (Part 2) (Houghton, Miyata)
Oct 2017-March 2018	Grant (150,000 yen) received for Menburyu research from Saga University (COC) with practical support from Mai Mishima and Kotaro Ideta
Oct 2017-Jan 2018	Conducted (mock) intercultural lessons for children in class, including the development of Menburyu-inspired stories for children by students
27 Oct. 2017	Mask-making in class with Saga Master Komori from *Sugicho Workshop*, Kashima, Saga @ Saga University (Houghton, Miyata, Mai Mishima)
8 Dec. 2017	Menburyu lessons in class with Hogaura Menburyu veteran performers @ Saga University sports centre (Houghton, Miyata, Mai Mishima)
18 Dec 2017	Article published by *The Saga Shimbun* newspaper about *Menburyu-Inspired Dance-Fitness* (MIDF): 鹿島「面浮立」で国際交流　佐賀大創作ダンス作り教室 https://www.saga-s.co.jp/articles/-/160963
8 Jan 2018	*Menburyu-Inspired Dance-Fitness* (MIDF) Workshop, Ringyo Taikukan, Furueda, Kashima @ Ringyo Taikukan, Kashima (Houghton, Miyata, Mai Mishima)
	Kashima Cable TV Report (see FURYU website for the video)

	鹿島ケーブルテレビからの取材 FURYU Homepage: https://stephhoughton.wixsite.com/mysite-1
12 Jan 2018	Article published by *The Saga Shimbun* newspaper about *Menburyu-Inspired Dance-Fitness* (MIDF): 面浮立でエアロビ創作　文化、世代超え80人交流　佐賀大の異文化交流授業: https://www.saga-s.co.jp/articles/-/168495
21 January 2018	Article published by *The Saga Shimbun* newspaper about *Menburyu-Inspired Dance-Fitness* (MIDF): 佐賀のニュース　面浮立でエアロビ創作: https://www.saga-s.co.jp/articles/-/171725
8 March 2018	Public Lecture (University of East Anglia, UK) Title: Dance and fitness in an ageing society: Heritage management, art generation, intercultural communication and health **Note:** This lecture was cancelled due a university strike but held at Lowestoft public library instead
April-July 2018	Students translated official Menburyu documents from Kashima from Japanese into English in class
8 June 2018	*Menburyu-Inspired Dance-Fitness* (MIDF) with COC @ Plaza 656, Saga (Houghton, Miyata with Igarashi)
10 June 2018	Article published by *The Saga Shimbun* newspaper about *Menburyu-Inspired Dance-Fitness* (MIDF): 「面浮立」でエアロビ　学生や市民60人楽しく体動かす　ゆっつら〜と街角大学: https://www.saga-s.co.jp/articles/-/228444
June 2018	Fieldwork: Student interview Keiun Komori @ *Sugicho Workshop*, Kashima
	Fieldwork: Student visit to Yutoku Inari Shrine @ Kashima
June 2018	Fieldwork: Student visit to *Saga Noh Stage* for Noh workshop with Noh performer Masanori Inouchi @ Saga Noh Theatre: http://inouchinohbutai.com/keikoba.html
8-10 Sept. 2018	Fieldwork: Student homestay with Menburyu families @ Hogaura, Kashima (*Domestic and Foreign Arts Training* program)
29 Sept-1 Oct 2018	Fieldwork: Student trip to *Andong Mask Dance Festival* @ Andong, Korea (*Domestic and Foreign Arts Training* program)
8 Oct 2018	Fieldwork: Student visit to the *1st Saga Densho Geino Festival*, @ Saga Culture Hall
Nov 2018	Fieldwork: *Menburyu-Inspired Dance-Fitness* (MIDF) event with Menburyu mask maker Keiho Nakahara @ Kuretake brewery, Hizen Hamashuku, Kashima (Houghton and Miyata)
December 2018	Fieldwork: Student visit to *Chokokan Museum* @ Saga
12-16 Dec 2018	*Menburyu: Past, Present and Future* exhibition, with visit by *The Yomiuri Shimbun* newspaper and representatives of *Saga Prefectural*

	Board of Education (Kencho, Culture Division) @ *Saga University Art Museum* (SUAM)(Houghton)
14 Dec. 2018	Article published by *The Saga Shimbun* newspaper about *Menburyu-Inspired Dance-Fitness* (MIDF): 面浮立の歴史紹介　佐賀大学美術館で企画展写真や本、資料を展示: https://www.saga-s.co.jp/articles/-/314432
Dec. 2018	*Menburyu-Inspired Dance-Fitness* (MIDF) event with *Yume Saga Daigaku* for the *Yomiuri Shimbun* newspaper and representatives of Saga Prefectural Board of Education (Saga Kencho, Culture Division) @ Saga University Sports Centre (Houghton and Miyata, with Inoue)
4 Jan. 2019	Article published by *The Yomiuri Shimbun* newspaper about *Menburyu-Inspired Dance-Fitness* (MIDF): 面浮立　インスパイアードダンス・フィットネスについての新聞記事が読売新聞に掲載された。See Appendix 1
4 Jan. 2019	Fieldwork: Nabeshima-ware @ Okawachiyama (Houghton, Suenaga)
2 Feb. 2019	Student *Menburyu-Inspired Dance-Fitness* (MIDF) event for *SAGA TV* @ Saga University Sports Centre (Houghton, Miyata)
21 Feb 2019	Media coverage: Report about Menburyu and *Menburyu-Inspired Dance-Fitness* (MIDF) development on Saga TV, *Kachikachi Press* evening news
23-24 March 2019	*MENBURYU-Past, Present and Future* exhibition @ Kuretake Brewery, Hizen Hamashuku, Kashima during the *Sakagura Tourism* sake festival
May 2019	Plenary speaker. On-stage interview by Matthew Turner, co-host of the TEFLOLOGY podcast. *JALT PanSIG Conference*, Konan University, Nishinomiya, Japan. 18-19 May 2019.
7 July 2019	Fieldwork: Student visit to the FURYU festival @ Kawakami Shrine, Isahaya, Nagasaki, Japan. Reported in *The Nagasaki Shimbun* newspaper (see Appendix 5)
14 July 2019	Fieldwork: Student visit to professional mask maker Keihou Nakahara's workshop, @ Kashima, Saga, Japan
8 Sept 2019	*Menburyu-Inspired Dance-Fitness* (MIDF) Performance, *22nd Traditional Performing Arts Festival*, Yutoku Inari Shrine, Kashima, Saga, Japan (Houghton and Miyata)
9-20 Sept 2019	Multiple sessions at the *ICCROM*: *Communication and Teaching Skills in Conservation and Science 2019* program, Saga University (Arita Campus), Saga, Japan: https://www.iccrom.org/it/node/1489
Sept 2019	TV coverage by *NHK Saga* about *Menburyu-Inspired Dance-Fitness* (MIDF) development

July 2020	Online *Menburyu-Inspired Dance-Fitness* (MIDF) event (Houghton and Miyata)
Oct 2020	Plenary speaker. Alzheimer's Disease Prevention through Intercultural Communication in Aging Society. SIETAR, KANSAI. Event co-sponsored by SIETAR Kansai and Kyoto JALT, 18 October 2020.
Nov 2020	Online *Menburyu-Inspired Dance-Fitness* (MIDF) event (Houghton and Miyata)
Dec 2020	Publication: Houghton, S.A. (2020c). Menburyu and the shaguma: (De)constructing (inter)national cultural practices and symbols within a post-native-speakerist framework. In. S.A. Houghton & J. Bouchard. *Native-speakerism: Its resilience and undoing.* Singapore: Springer Nature. https://www.springer.com/gp/book/9789811556708
Jan 2021	*Ryuzoji clan history through Menburyu* exhibition (planned).

面浮立を基にしたダンスフィットネスを楽しむホートンさん（手前）ら

面浮立でフィットネス

古里に舞う ②

英国人准教授らが考案

「はい、米の動き」「畑を耕す」「太鼓をたたく」。軽快な掛け声に合わせ、女子学生ら約30人が、体をいっぱいに使って踊っていた。

昨年12月14日、佐賀市の佐賀大本庄キャンパスのスポーツセンターで、面浮立の動きを取り入れた「面浮立インスパイアードダンスフィットネス」の体験会が行われた。考案したのは、英国出身の同大芸術地域デザイン学部准教授、ステファニー・アン・ホートンさん（49）と、福岡市のフィットネスインストラクター、宮田一輝さん（32）だ。ホートンさんはラテン音楽などに合わせて体を動かすエクササイズ「ズンバ」に取り組んでいる。学生から「佐賀には面浮立というオリジナルダンスがある」と聞いて興味が湧き、ズンバを教わっている宮田さんに、フィットネスに取り入れられないか相談した。

面浮立に欠かせない締め太鼓の所作だけでなく、五穀豊穣を祈ることを踏まえ、稲穂が揺れる様子や水まきなどの動きも再現した。ホートンさんは「健康増進だけでなく、面浮立自体にも興味を持つ人が増えればうれしい」と話す。

卒論テーマに伝承芸能

ホートンさんのゼミに所属する4年の荒川大生さん（21）は、卒業論文のテーマに地域の伝承芸能を選んだ。嬉野市塩田町出身。子どもの頃から身近だった面浮立を通じ、伝承芸能の保存や継承について考察する予定だ。

調べていくうちに、伝承芸能を存続させるには、現代に通用する価値を持たせることも重要だと分かった。「体に良く、楽しいフィットネスは一つの方法ではないか」と考えるようになったという。

卒業後は嬉野市役所に就職が内定している。「仕事の傍ら地元の伝承芸能に加わりたい」と話す。

面浮立などについて議論する荒川さん（右）

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長崎新聞　2019年（令和元年）7月17日　水曜日　紙面編集・板倉聖教

感謝状を受け取る大町さん（左手前）と大場さん（左から3人目）＝島原市、安中公民館

赤い衣装を着け、躍動感あふれる踊りを披露する宇良浮立保存会の会員＝諫早市、川上神社

面浮立のルーツ探る

五穀豊穣を祈る伝承芸能「面浮立」を研究する佐賀大芸術地域デザイン学部のステファニー・アン・ホートン准教授と学生4人が、諫早市高来町の川上神社で営まれた田祈禱祭を訪れ、面浮立のルーツや継承の状況を調査した。

高来・川上神社で調査
佐賀大 ホートン准教授ら

浮立の様子をカメラに収めるホートン准教授＝諫早市、川上神社

面浮立は江戸時代、佐賀県などに知ってもらおうと、福岡のフィットネス・インストラクター、本県などに伝わり、太鼓やかね、笛に合わせ、鬼の面を着けて踊る。地域ごとに住民が振りや音色を受け継いでいるが、高齢化に伴う継承が課題という。

英国出身のホートン准教授は2年前から、佐賀県鹿島市などの面浮立の歴史や面の表情などを研究。奥深い魅力を若い世代に知ってもらおうと、宮田一輝さんと共に面浮立の動きを取り入れたダンスを創作。ダンスを通じ、世代を超えた異文化交流に取り組んでいる。

川上神社では7日、田祈禱祭で、赤の衣装を身に着けた宇良浮立保存会の会員が踊りを披露した。調査に訪れた諫早市出身で佐賀大文化教育学部4年の陣野美音さん(22)は幼いころ、同市の御手水観音大祭に参加したという。「諫早の浮立に面があるが、衣装の色や踊りなど佐賀との違いを学びたい」と話した。

ホートン准教授は「面浮立は各地で人々の記憶でつないできた貴重な遺産。ダンスなどで楽しみながら高齢者から若者に伝え、地域のコミュニティーづくりや認知症予防に役立てたい」と語った。

（高比良由紀）

免許自主返納
2人に感謝状

島原署

島原署は12日、島原市の安中公民館で、自動車運転免許証を自主返納した同市安中地区の高齢者2人に感謝状を交付した。

同署は高齢者の交通事故防止対策の一環で、免許を自主返納した高齢者に5月から感謝状を交付している。

贈呈式では宮下直樹署長が、同市秩父が浦町の無職、大町一吉さん(79)と同市北安徳町の農業、大場一幸さん(79)に感謝状を手渡した。2人はともに無事故だったという。大町さんは、体力の衰えを感じ「万が一を考えた」、大場さんは「家族の勧めで決断した」とそれぞれ話した。

同署によると、管内の65歳以上の免許保有者数は8万451人（6月末現在）。昨年は205人が自主返納したことしは前年同期より32人増の146人（同）が返納している。（大田裕）

江戸期の長崎街道
インフラ 歴史学ぶ

APPENDIX 6: METHODOLOGICAL OVERVIEW OF THE FURYU EDUCATIONAL PROGRAM (FEP)

Within and beyond the general framework presented in Table 2, wide-ranging specific learning objectives are set within the FEP conceptual framework. By way of example:

1. ALZHEIMER'S DISEASE PREVENTION
Students develop a basic understanding of how lifestyle management strategies can help to prevent Alzheimer's disease considering individual and social needs, from medical and other standpoints, engaging in intercultural dialogue between artists and medical professionals through various channels. Teaching methodologies to date include watching, listening to and summarizing online talks about Alzheimer's Disease prevention (e.g. through multilingual TED Talks) to develop basic medical knowledge and concepts that can be applied in everyday life, noting the use of artistic illustration to convey complex medical concepts and processes to the lay community.

2.HERITAGE MANAGEMENT
Students develop their knowledge of local history/cultures in Japanese from local to global standpoints, viewing past cultures through intercultural perspectives. This involves considering wide-ranging identity-related issues related to cultural preservation and revitalization, from personal and social standpoints, related to the overarching framework of UN SDGs.Teaching methodologies involve researching traditional Saga mask dance, Menburyu, by drawing upon various inter-connected but often conflicting resources, histories, stories and legends in Japanese and other languages across time and space through documentary analysis, fieldwork and guest lectures. Criticality is developed by identifying and exploring inconsistencies between conflicting reports and through conceptual analysis between languages.

2. INTERCULTURAL DIALOGUE
Students reflectively bring different knowledge sources, concepts and images under scrutiny, and into relation, through critical analysis and evaluation through intercultural dialogue, referring to UN SDGs. Students present their research findings about local history/culture to the world bilingually through public exhibition using both ELF and Japanese. Teaching methodologies involve summarizing and presenting information gathered locally for international audiences in an evolving rolling exhibition within which students collaboratively develop exhibition panels that function like jigsaw puzzle pieces illuminating local history through students' eyes. A social constructivist approach is taken to exhibition development through collaborative knowledge-building that impacts upon the world while students are still at university, empowering them to trigger and manage both personal and social transformation in the process.

3. HEALTH AND FITNESS
In intercultural dance and food events, students develop embodied awareness by exploring, identifying and creatively working with connections between their brains and bodies in ways that include aerobic exercise, real-time verbal (through code-switching plurilingualism) and non-verbal communication (through dance), deployed for particular

social purposes (Alzheimer's Disease prevention) that go through and beyond individual artistic expression, community building in the process. Teaching methodologies include the generation of experiential learning through participation in intercultural dance and fitness events with international students. The events are developed and conducted bilingually with professional Japanese fitness instructor Kazuki Miyata, who does not speak English, to experience how both verbal and non-verbal code-switching plurilingualism can operate in real-time in embodied ways through dance and aerobic exercise, while having fun and making friends at the same time.

5. TECHNOLOGY
Students develop their ability to utilize technology as a tool to support human activity in this world in various ways.Teaching methodologies include the use of social media (e.g. facebook) to report and document events to the general public, online telecommunications (e.g. Zoom and Webex) for online event development and art generation, combined with critical discussion about the evolving role of technology in the world. For example, despite the limitations presented by the COVID-19 Global Pandemic, Kazuki Miyata and I held two online intercultural dance fitness and food events incorporating Menburyu-Inspired Dance-Fitness (MIDF) events on Zoom in 2020. The first was held with 15 students in July 2020, and the second with over 70 students in November 2020. This involved student generation of original dance steps inspired by Menburyu, shared via facebook messenger, and developed collaboratively with teachers, the development of dancing screenshots as collaborative artworks, and tea-time online.

6. ART GENERATION
Students develop through critical cultural awareness their ability to generate new creative works autonomously, inspired by - but free from - past structures, both individually and collaboratively, with other people from different backgrounds, using different codes of communication both verbal and non-verbal (including dance), for particular social purposes (Alzheimer's Disease prevention). As noted in the previous section, teaching methodologies include the development of Menburyu-Inspired Dance-Fitness (MIDF) with professional fitness instructor Kazuki Miyata by extracting and converting concepts and movements from Menburyu into original dance-fitness routines as creative, collaborative health-oriented artworks and products. Students are encouraged to do this freely exercising their autonomy while being inspired by but not constrained by past structures. In this way, it is hoped that traditional culture can be preserved and revitalized in ways that update it to match modern artistic sense, values and needs perceived and expressed by students.

7. SOCIAL BUSINESS
Students develop their awareness of how attempts can be made to solve social problems through art-related business such as intercultural dance and food events with associated art generation and product design/sale. Teaching methodologies include studying the concept of social business (e.g. Yunus Social Business), various models and available online systems (e.g. VIDA), and how social business can potentially be used for the purpose of cultural preservation and revitalization of traditional local culture (e.g. Menburyu) to help preserve and revitalize personal and social memory, centering on Alzheimer's Disease prevention as a pressing social need.