

Yoko Kawamura

4439 N. Frederick Ave.
Shorewood, WI 53211
(414) 292-8532
yokokk@att.net

EDUCATION

Ph.D. Program (Not completed) in Educational Policy and Leadership (Instructional Leadership) (1999-2004) Marquette University, Milwaukee, Wisconsin.

M.A. in Education (1999) Mount Mary University, Milwaukee, Wisconsin.

B. A. in English Literature (1990) Tohoku Gakuin University, Sendai, Miyagi prefecture, Japan.

EXPERIENCE

University of Wisconsin-Milwaukee, School of Continuing Education:

Instructional Specialist (Part time)

2006 - present Teaching Japanese language classes.

University of Wisconsin-Milwaukee: Department of Foreign Languages and Literature

Lecturer (Part time)

January-May 2013, September 2014-May 2015, September 2017-May 2018, January-May 2019, and September-December 2020.

Teaching Japanese language classes; Japanese 101, 102, 201, 202, and temporarily 402.

Milwaukee School of Engineering University: General Studies Department

Lecturer (Part time)

September 2014 - May 2015 Teaching Japanese language classes and Japanese culture class.

January 2016-May 2016 Teaching Japanese culture class.

Wilson Elementary School in Wauwatosa School District, Wisconsin:

Instructor for Academic Enrichment Program — 2006, Spring

Planning and conducting Japanese culture and language classes for the academic enrichment program.

University of Wisconsin-Milwaukee, School of Continuing Education:

Instructional Specialist

Japanese Tea ceremony 2006-2007

Ikebana 2006 - 2007

Planning and teaching Japanese Tea Ceremony and Japanese Flower Arrangement classes

LICENSES and CERTIFICATIONS

ACTFL OPI Tester Certification (Limited) in Japanese (March 23, 2019 to March 22, 2023)

Teaching License for Ikebana (Japanese flower arrangement) from Ikenobo School (1994)

Certifications for Japanese tea ceremony from Urasenke School (1996)

Teaching License for Foreign Language (English) at High schools in Miyagi Prefecture, Japan (1990)

Teaching License for Foreign Language (English) at Middle schools in Miyagi Prefecture, Japan (1990)

SKILLS

Native language in Japanese and proficient in English

Kitsuke (Dressing Japanese traditional attire, *Kimono*)

Shodo (Japanese brush and ink calligraphy)

RESEARCH PAPERS and PRESENTATIONS

“Learning strategies used by the students studying foreign language with a different writing system”
Marquette University, Milwaukee, WI. (2001)

“Teaching English in Japan: An examination of Learning Styles” (Master’s theses) Mount Mary College,
Milwaukee, WI (1999)

PROFESSIONAL ASSOCIATIONS

AATJ (American Association of Teachers of Japanese) (2016-present)

ACTFL (American Council on the Teacher of Foreign Languages) (2018-present)

Yoko Kawamura
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414-292-8532
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July 25, 2021

University of Notre Dame
Department of East Asian Languages and Cultures

Dear Members of the Search Committee,

Please consider me as an applicant for the Visiting Lecturer in Japanese position at the University of Notre Dame that is currently posted on the American Association of Teaching of Japanese website.

I am currently teaching Japanese language classes at the University of Wisconsin Milwaukee School of Continuing Education where I have had a successful fifteen years teaching Japanese language as well as other Japanese related cultural classes. In past years I taught multiple levels of Japanese language classes at the University of Wisconsin Milwaukee Department of Foreign Languages and Literature, and Japanese language I, II, and III and a Japanese culture class at the Milwaukee School of Engineering University. At all these institutions I received very positive evaluations from the students and colleagues.

Not only am I an experienced Japanese language instructor, I have studied two traditional Japanese cultural elements, tea ceremony and flower arrangement each for over 10 years. While teaching Japanese language, I can incorporate a cultural aspect, which I believe is an important part of foreign language learning. Also, I was invited to the University of Notre Dame a few times in the past to give presentations and workshops, and received positive reviews. I was also invited to Japanese culture courses at University of Wisconsin Milwaukee to give presentations on tea ceremony on several occasions. The professor for one of the courses described that "this presentation was a valuable opportunity for students to learn about a non-theatrical mode of performance, and all students found the experience enlightening." I am willing to contribute my expertise to any cultural events in your program.

Because of my recent positions at both the University of Wisconsin Milwaukee and the Milwaukee School of Engineering, I am aware of the basic duties as an adjunct instructor. As the elementary level Japanese classes at UWM are taught in a co-teaching method, I know what it takes to be successful as part of a collaborative effort. I am comfortable working with colleagues and am open to their input and suggestions. My work ethic was evaluated by my immediate supervisor as "despite being part time in our program, Yoko has gone above and beyond her job description in assisting our program..." in the academic staff annual evaluation. I believe that it is important to commit fully to the program I am a part of.

I am quite familiar with teaching elementary and intermediate level college courses. In addition to my experience at a traditional university, my fifteen years teaching Japanese

at the UWM School of Continuing Education has been done using a college level format. I have been participating in workshops and conferences to maintain my knowledge of current instructional strategies, issues, and technologies. Therefore, I would be ready to teach Japanese at your university in a very short amount of time and am confident that I can help your students learn Japanese effectively.

Please find my curriculum vitae and statement of teaching philosophy uploaded along with this letter. I am attaching copies of teaching evaluations from 2015. Due to the unprecedented semesters in 2020, the University of Wisconsin Milwaukee did not conduct instructor evaluations. UWM transitioned their learning management system (Canvas) in 2019 and the evaluations prior to the transition are no longer available. I asked Ms. Samantha Meyer, Dr. Robert McCaw, and Ms. Atsuko Suga Borgmann to submit the letters of recommendation directly into Interfolio. In addition, I am attaching a lesson plan with a link to video clips of my remote teaching of a class. Please feel free to contact me directly for any future correspondence.

Sincerely yours,

A handwritten signature in cursive script that reads "Yoko Kawamura". The ink is dark and the signature is fluid and legible.

Yoko Kawamura

Statement of Teaching Philosophy

Yoko Kawamura

The fundamental goal of my instruction is to maintain the students' desire to learn the subject and willingness to engage in the process of learning because I believe that language acquisition heavily depends on the learner's autonomy. In order to have students experience the class as both productive and enjoyable, I design classes so that the students will be excited to participate in activities using culturally authentic materials, and for the students to feel comfortable engaging in different tasks that would enhance their four basic skills - reading, writing, speaking and listening. Constructing well-balanced classes and respecting the individuality of the students are basic, but important, elements for me to nurture students' autonomy in learning the language.

While planning lessons, I follow the stages of natural progression of the learning cycle: integrating experience with the self, concept formulation, practice and personalization, and integrating application and experience. While following these stages, I implement different types of activities and materials that are relevant in the learners' lives. For example, when teaching a new grammatical concept, I start with a short video clip or pictures where the new concept is used so that the students can associate with the authentic material. This is followed by a grammar explanation that is clear and systematic. It is important to provide multiple examples or different types of materials and tasks especially in the next stage - practice and personalization - where the students practice to confirm the new information using the four skills (reading, writing, speaking and listening) with peers or individually. In the transition to the next stage, students are assigned to peer interviews, short presentations with visual aids, or writing short passages on some suggested topics in their lives. The learning then continues in repetition of the learning cycle.

Working at UWM School of Continuing Education which is a non-credit language program I had to develop methods of motivating my students without being able to use more traditional methods such as testing, grading, and mandatory homework and attendance. Drawing on ideas and concepts promulgated at various workshops and conferences I was able to implement motivational strategies that integrated into the concepts of the learning cycle in my teaching. I found using intrinsic motivational methods at the School of Continuing Education to be more successful than the extrinsic methods used while teaching in the Japanese language program at the University of Wisconsin Milwaukee. Because of the diversity of background, ability, and interests of the student body at SCE my ability to individualize elements of the curriculum using intrinsic motivational methods helped me to maintain student retention rates far above average.

By tailoring my classroom instruction to fit the intrinsic motivational needs of my students I am able to maintain their engagement through the learning cycles until they are able to achieve the level of autonomous learners.

Yoko Kawamura

HU 411J 101 - Japanese II (37986-1)
No. of responses = 12



Overall indicators

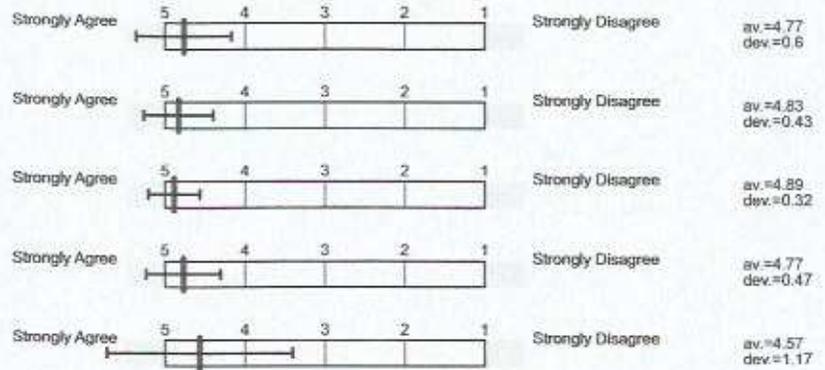
Global Index

Organization and Planning

Communications

Faculty/Student Interaction

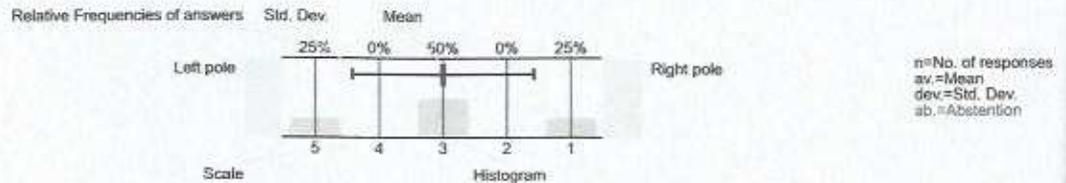
Assignments/Grading



Survey Results

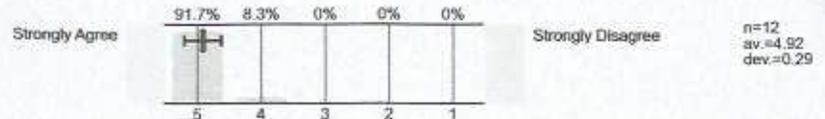
Legend

Question text

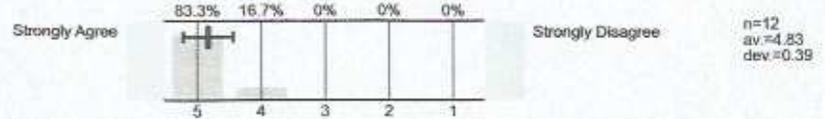


Organization and Planning

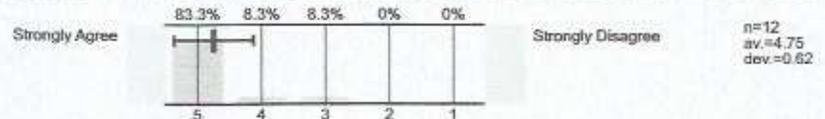
The professor seemed to be in command of the subject matter.



The professor clearly explained the course requirements - what they are, why they are appropriate, and how they link together.

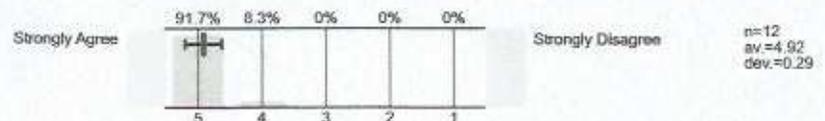


The professor used the class time effectively.

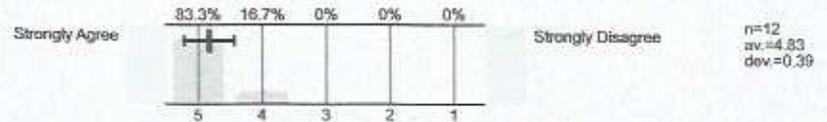


Communications

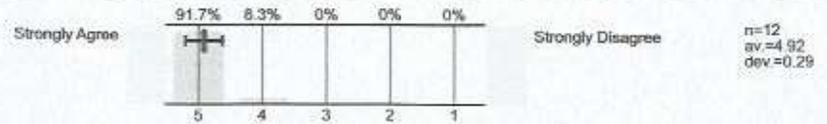
The professor made the course material clear and understandable.



The professor made the subject matter interesting.

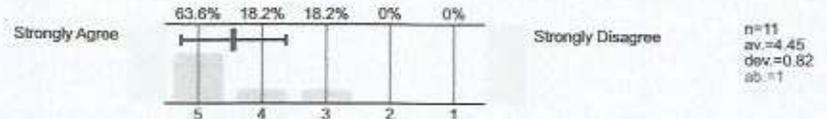


The professor showed enthusiasm for the course material.

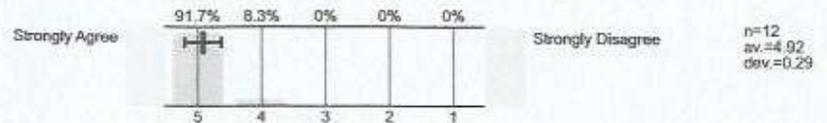


Faculty/Student Interaction

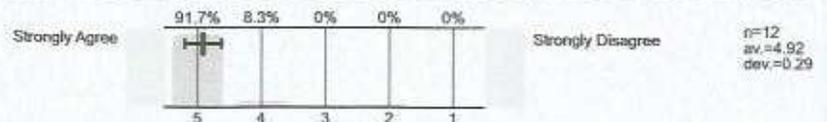
The professor was accessible (e.g., e-mail, office hours, etc.) both in and out of the classroom.



The professor demonstrated an interest in helping students learn.

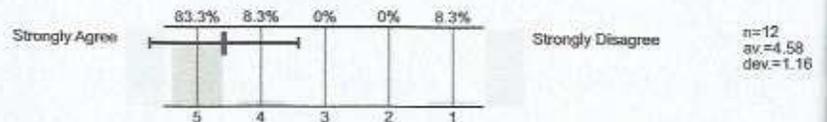


The professor treated students fairly and respectfully.

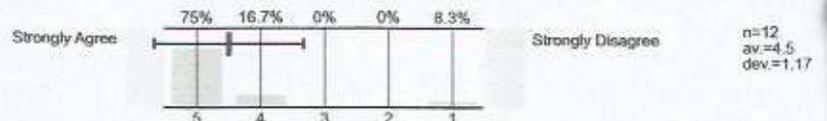


Assignments/Grading

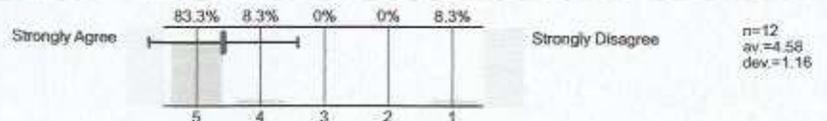
Assignments and exams were representative of the material covered in class.



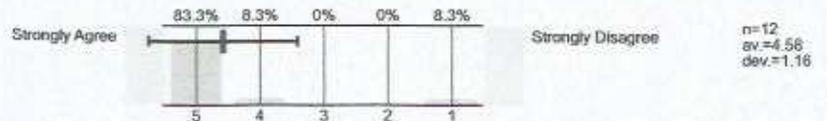
Assignments and exams were graded fairly.



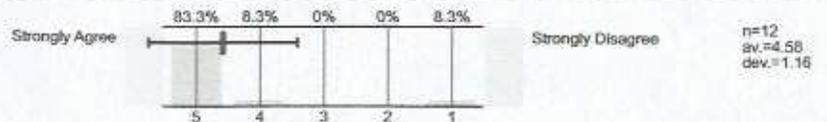
Assignments and exams were returned in a timely manner.



The professor provided helpful feedback on student assignments and exams.

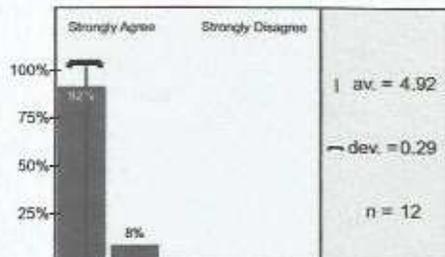


The assignments were helpful in increasing my understanding of the course material.

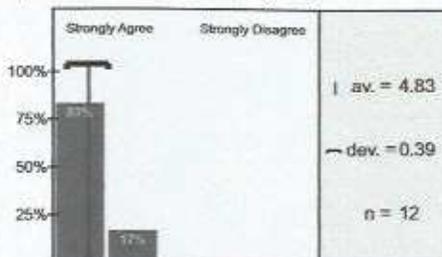


Histogram for scaled questions

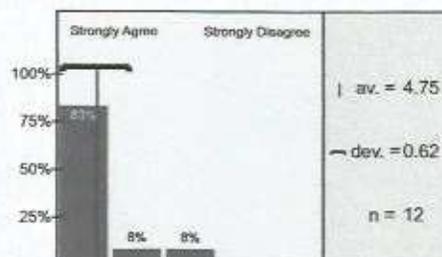
The professor seemed to be in command of the subject matter.



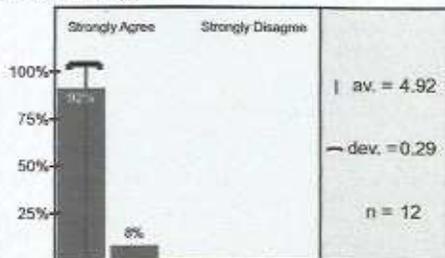
The professor clearly explained the course requirements - what they are, why they are



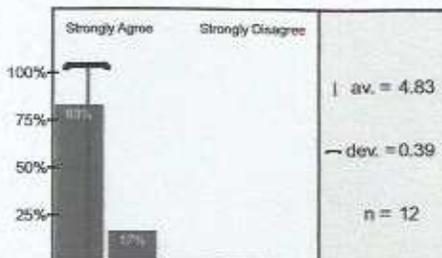
The professor used the class time effectively.



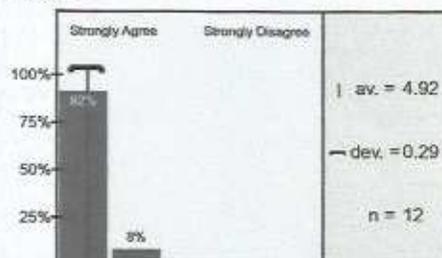
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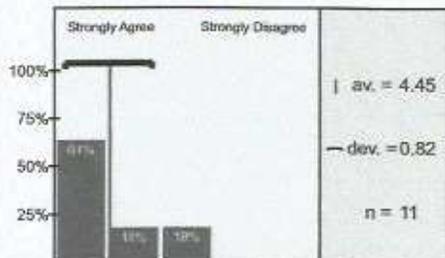
The professor made the subject matter interesting.



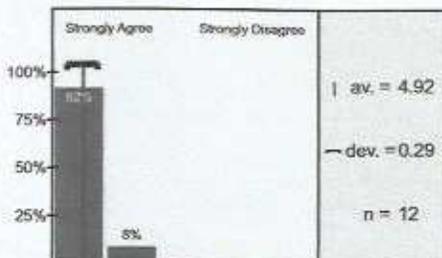
The professor showed enthusiasm for the course material.



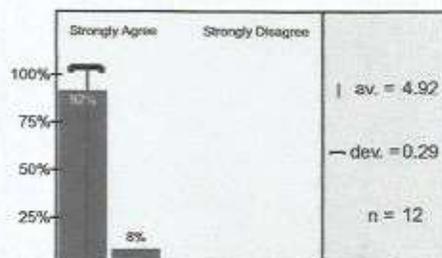
The professor was accessible (e.g., e-mail, office hours, etc.) both in and out of the classroom.



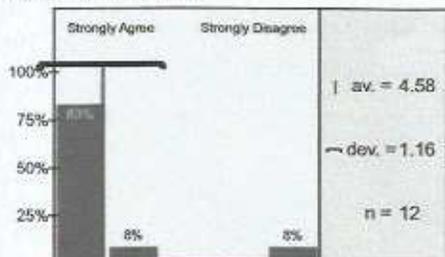
The professor demonstrated an interest in helping students learn.



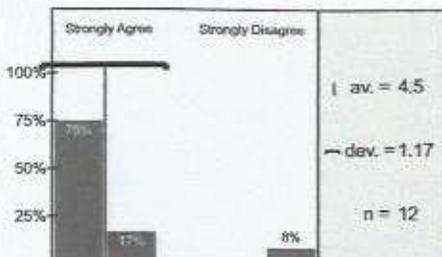
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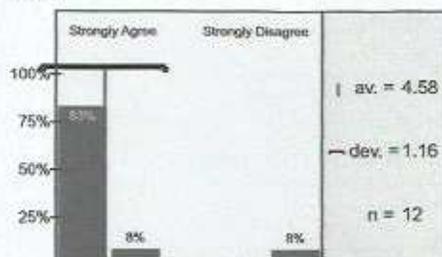
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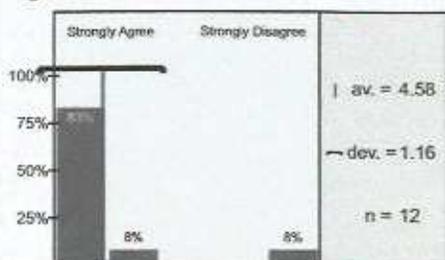
Assignments and exams were graded fairly.



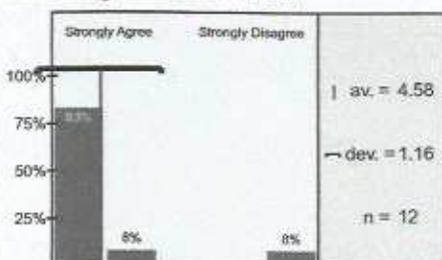
Assignments and exams were returned in a timely manner.



The professor provided helpful feedback on student assignments and exams.



The assignments were helpful in increasing my understanding of the course material.



Profile

Subunit: General Studies
 Name of the instructor: Yoko Kawamura
 Name of the course: HU 411J 101 - Japanese II
 (Name of the survey)

Values used in the profile line: Mean

Organization and Planning

The professor seemed to be in command of the subject matter.	Strongly Agree		Strongly Disagree	n=12	av.=4.92 md=5.00 dev.=0.29
The professor clearly explained the course requirements - what they are, why they are appropriate, and how they link together.	Strongly Agree		Strongly Disagree	n=12	av.=4.83 md=5.00 dev.=0.39
The professor used the class time effectively.	Strongly Agree		Strongly Disagree	n=12	av.=4.75 md=5.00 dev.=0.62

Communications

The professor made the course material clear and understandable.	Strongly Agree		Strongly Disagree	n=12	av.=4.92 md=5.00 dev.=0.29
The professor made the subject matter interesting.	Strongly Agree		Strongly Disagree	n=12	av.=4.83 md=5.00 dev.=0.39
The professor showed enthusiasm for the course material.	Strongly Agree		Strongly Disagree	n=12	av.=4.92 md=5.00 dev.=0.29

Faculty/Student Interaction

The professor was accessible (e.g., e-mail, office hours, etc.) both in and out of the classroom.	Strongly Agree		Strongly Disagree	n=11	av.=4.45 md=5.00 dev.=0.82
The professor demonstrated an interest in helping students learn.	Strongly Agree		Strongly Disagree	n=12	av.=4.92 md=5.00 dev.=0.29
The professor treated students fairly and respectfully.	Strongly Agree		Strongly Disagree	n=12	av.=4.92 md=5.00 dev.=0.29

Assignments/Grading

Assignments and exams were representative of the material covered in class.	Strongly Agree		Strongly Disagree	n=12	av.=4.58 md=5.00 dev.=1.16
Assignments and exams were graded fairly.	Strongly Agree		Strongly Disagree	n=12	av.=4.50 md=5.00 dev.=1.17
Assignments and exams were returned in a timely manner.	Strongly Agree		Strongly Disagree	n=12	av.=4.58 md=5.00 dev.=1.16
The professor provided helpful feedback on student assignments and exams.	Strongly Agree		Strongly Disagree	n=12	av.=4.58 md=5.00 dev.=1.16
The assignments were helpful in increasing my understanding of the course material.	Strongly Agree		Strongly Disagree	n=12	av.=4.58 md=5.00 dev.=1.16

Comments Report

Assignments/Grading

Things the professor does well:

- As a senior, I feel like my statement carries a lot of weight saying that she is my favorite professor at MSOE. She teaches the subject well. I learned the material. There was a lot of it but I learned it. You are a great professor, have more confidence in yourself. Its rightfully earned. I had a lot of fun sensei and can't wait to see you next quarter.
- Best professor ever!!
- Class is interesting.
- Everything in this class is good. A lot of quizzes in this class, which is good for students to force themselves to study regularly. Homework are graded very carefully and returned timely. Many oral practice in class, which is also good, because we may not have time to speak Japanese outside of classroom.
- Just about everything, this was a wonderfully taught course.
- Learning a few new Kanji everyday and reviewing the ones we already learned really helped with remembering them. Having homework at a steady rate that was covering the material we had learned in class also helped reinforce my comprehension and memory.
- Really engages the class and is very efficient with class time
- The class was always a blast. She was willing answer questions about things that aren't even related to our current lesson. Also, she was open to suggestions about how presenting materials differently might help. Taking Japanese I and Japanese II with her was one of the greatest experiences I've had in my MSOE academic career. I'm quite sad that I cannot take Japanese III, but I am sure the experience for those who can will continue to be an enjoyable and memorable one.
- This class is very fun and I enjoy being in it and I look forward to it every week.
- very enthusiastic, helpful, understanding of time constraints outside of class.
Best professor that I have this year so far!

Things which could be improved:

- Maybe the content of quiz could be extended a little bit, for example, add some grammar in. Conjugation, particles would be good choice. Midterm is kind of challenging.
- N/A
- Not necessarily things that need to be changed but I did find it strange at first to have a break in between the hour. I also was not used to how casual the start of class was in terms of a Japanese class. None of these are problems though.
- vocabulary is REALLY hard to remember, sometimes the tests are difficult

July 26, 2021

R. John McCaw
Associate Professor

Curtin Hall, Room 707
P.O. Box 413
Milwaukee, WI 53201-0413
414-251-5412 *phone*
rjmccaw@uwm.edu *e-mail*

Letter of Recommendation for Yoko Kawamura

Ms Yoko Kawamura has asked me write a letter of recommendation on her behalf for the teaching position in Japanese at the University of Notre Dame, and I am very happy to do so. My acquaintance with Yoko began two years ago when I enrolled as a student of hers in Beginning Japanese classes at UW-Milwaukee's School of Continuing Education. I took several more modules with her over the next sixteen months, and I also interacted with her several times outside of the classroom—at Milwaukee's Japan Fest and in the hallways of Curtin Hall (UW-Milwaukee's main language building) where I work.

As a professor of Spanish language and Hispanic literatures and culture at UW-Milwaukee, I try to audit or take a class each semester in something related to my field. In 2018, following a trip that I took to Asia, I decided to enroll in Japanese classes at Continuing Education--not only to learn more about Japanese language and culture, but also to refresh my language teaching techniques and sensibilities. I am very grateful that Yoko was my Japanese instructor. She proved to be a very rigorous and methodical, yet patient and friendly instructor. Though Continuing Education classes do not feature exams, papers, and other grade-bearing assignments, I enjoyed the brisk pace through the *Genki* textbook and workbook materials, and I benefited from the group work as well as the focused, one-on-one exchanges that Yoko orchestrated during the lessons.

Yoko typically began each class session with a brief question-and-answer period in Japanese. In these exchanges, the students used their grammar and vocabulary knowledge to talk about their weekend, special events going on in their lives, and other matters that helped to review material from the chapters studied. After this, Yoko usually reviewed previous *kanji*, instructed the students on new *kanji*, and sometimes led a review of *katakana*. When this was completed, she typically launched a PowerPoint that addressed the day's grammar points (typically, 2-3 main grammar features). After a brief presentation on the first grammar point (such as Past Tense Short Forms), she had us work in pairs on one of the textbook exercises. As we worked, Yoko typically circulated between the pairs, answering questions and providing hints when needed. When the task was completed, we regrouped and went over the exercises as a class, and this sparked new questions and a fair bit of discussion. We then moved on to the next PowerPoint module, went over another (or related) grammar point, did another activity (in pairs or as a group), and so on. Yoko's approach and methods were very appropriate for the classes: between five and fifteen students were enrolled in her modules at a time, and we were all very highly motivated to learn. Yoko's approach for us was engaging, on point, and "no frills"—we had fun, but we were there to learn.

Although my classes with Yoko were not the kind of for-credit classes offered at Notre Dame and UW-Milwaukee's standard program, and even though these classes were not advanced (I

would probably place into Second-semester Japanese now), they gave me a glimpse of what Yoko can do as a teacher. I benefited greatly from her expertise and teaching style, and I know that my classmates would say the same. I hope that you consider Yoko for the teaching position at Notre Dame.

If you have any questions or concerns, please do not hesitate to contact me at rjmccaw@uwm.edu or at 414-251-5412.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. John McCaw', written over a horizontal line.

R. John McCaw
Associate Professor of Spanish



BROWN

Department of East Asian
Studies

July 22, 2021

Dear Members of the Search Committee:

I am delighted to write this letter of recommendation on behalf of Yoko Kawamura, and I enthusiastically recommend her to the position of visiting lecturer at Notre Dame University. I came to know Yoko when she accepted the part-time position of Japanese instructor in 2006 in the University of Wisconsin-Milwaukee's (UWM) School of Continuing Education. I was the coordinator of the Japanese program at the time. In 2013, I asked Yoko to join the Japanese program and teach the first-year course as lecturer. The Japanese program at UWM benefitted from her expertise in Japanese teaching and the following are my observations and experiences from working with her over those six years as coordinator and colleague.

With her skills and experience, Yoko enabled the School of Continuing Education to expand their offering of only two Japanese courses to twelve different courses, proving her strengths in Japanese teaching, organization and time management, and it was due to this that I wanted her to join the day program at UWM. From the time we taught together, I have had only positive experiences with Yoko. Not only she is an excellent team-player, but she can also be relied upon to work well independently. She is a very dedicated teacher who truly cares about students. Numerous times, I witnessed Yoko giving one-on-one support to students who were falling behind, giving make-up exams and having friendly conversation with students. Whether or not we team-taught or if she was asked to teach a course independently, I was able to trust she would perform well in all scenarios. Additionally, student feedback for Yoko (Kawamura-sensei) was extremely positive and highlighted their satisfaction which only grew along with their success and their progress. It was unfortunate that Yoko was not offered a full-time position due to the year-after-year budget constraints that the entire UW system experienced. She is more than qualified for a full-time position and any institution that welcomes her to their team will benefit immensely from her experiences.

What impress me most about Yoko is that she truly cares about teaching Japanese language and its culture. She is a licensed *Ikebana* (flower arrangement), tea ceremony, and *kimono* (traditional Japanese garment) master. Finding someone who is a master in all three of these specialties is rare and whenever UWM had cultural events, all of the students and the UWM and Milwaukee communities benefitted from her expertise in these areas. Yoko is always eager to engage students in cultural outreach activities and she played a pivotal role in Anime Milwaukee (animemilwaukee.org). As part of the fund-raising efforts for Japanese language education in Wisconsin, and with her rare skills in dressing *kimono*, she contributed immensely to the total funds raised. There is no doubt that her knowledge and friendly and gracious manners has had a tremendous impact over the years.

Some words that come to mind when I think of Yoko are humble, reliable, kind, friendly, experienced and dedicated. I would stress to the search committee—please don't be fooled by her humility. It is considered a virtue within the Japanese culture to downplay one's skills as nothing special and although Yoko is so talented and skilled, she may not share that part of herself. I am very confident when I say that Yoko will be an asset to your institution. Your students will most definitely benefit from her expertise in Japanese language teaching and Japanese traditional culture. Without a doubt, I would like to offer my strongest recommendation possible.

If you have any questions, please feel free to email me at: atsuko_borgmann@brown.edu.

Sincerely,

Atsuko Suga Borgmann
Atsuko Suga Borgmann
Coordinator of the Japanese Program
Senior Lecturer of Japanese

Lesson Plan for Japanese IV Week 4

Date: Wednesday, July 15th, 2021. From 6:00pm to 8:30 pm

About this Course: This is the 4th week out of 6 for Japanese IV. The classes are held once a week for 2 and half hours (from 6:00 pm to 8:30 pm) on Wednesdays. This is a non-credit, synchronous online course.

Students: Five students are in this class. Two of them had no prior experience studying Japanese when they started taking Japanese I in January, 2021. So far they have had about 52 class hours. The other students had some prior experience studying Japanese in a class or self-study when they joined the class.

Textbook: Genki 1: An Integrated Course in Elementary Japanese. The Japan Times.

Objectives:

- Learn 6 new Kanji (Chinese characters) 員、新、聞、作、仕、事
- Be able to talk about their trip or family.
- Review conjugations of Short forms in present tense.
- Review Informal Speech Style.
- Learn the new expression 「～と思います」 [I think that ...]
- Learn the new expression 「～と言っていました」 [I heard that ...]
- Learn the new expression 「～ないでください」 [Please don't ...]

Class Activities

1. Welcome and Introduction - The instructor and students exchange greetings and engage in small talk upon joining the class. [No recordings]
2. Review Kanji (Chinese characters) - Reading and Writing some words with the kanji that were studied in previous classes.
 - 1) The students write/draw kanji in their notebook or on the screen using annotate function.
3. Learning New Kanji and some words with them.
 - 1) As the instructor shows how to read and write the new kanji and some words with them, students take notes.
4. "Show and Tell" - Students talk about a memorable trip showing pictures to the class. The students use grammar and expressions they have learned in the previous chapters. Some students had already done so last week. The students who are not presenting today are encouraged to make comments or ask questions.
5. Review conjugations for short form in present tense.
 - 1) Drill practice of the conjugation for verbs, adjectives, and nouns to confirm the students understanding.

6. Review Informal speech style using the short forms reviewed previously.
 - 1) Start with short translation to confirm the students understanding.
 - 2) Pair work where the students ask questions of each other using the short forms.
7. Introducing new expression 「～と思います」 [I think that ..., I guess that ...].
 - 1) A short explanation about the expressions and questions about the picture of Japanese items.
 - 2) Students drill practice the activities in the textbook,
 - 3) Students talk about their opinions/guesses in pairs. The activity in the textbook is revised and used as suggested topics.
8. Break for 10 minutes.
9. Introducing new expression 「～と言っていました」 [I heard that ...].
 - 1) Showing a short video clip followed by the short explanation.
 - 2) Student engage in the drill practice from the textbook,
 - 3) Pair work asking questions such as what they are going to do over the weekend.
 - 4) Students report what the partner said to the class using the target expression 「～と言っていました。」 .
10. Introducing new expression 「～ないでください」 [Please don't ...].
 - 1) Show pictures of signs asking “please do not ...” followed by a short explanation.
 - 2) The students drill practice using picture cards and sentences in the textbook.
 - 3) Students work in pairs asking each other 「～でもいいですか」 [Is it OK to ...?] and 「いえ、～ないでください」 [No, please do not...] or 「ええ、いいですよ」 [Yes, that will be fine]. The students can use the suggested topic in the textbook but are encouraged to create their own questions.
11. Wrapping up.

Confirming the information about the homework in the class schedule. The students are encouraged to complete some pages from workbook to review new expressions, and to study vocabulary and read the grammar explanation pages as a preparation for the next class.

Notes:

- 1) Pair works were not recorded.
- 2) Next week, about half the class time will be spent on the review of activities of today's target grammar and expressions, and new kanji.

Link to the recording of this class:

<https://uwm-edu.zoom.us/rec/share/AY2rwszkzNiiMVI70stzrUHGeRLNViZzanL9FgsDTy4utl946W6gLjgrG0UMzpNKP.3JBO0gusNgz7DaRN>

Passcode: ?#fkGNa4

Application Forms

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