

**NINETEENTH ANNUAL**  
**LIOJ**  
**SUMMER WORKSHOP FOR**  
**JAPANESE TEACHERS OF ENGLISH**

AUGUST 9—14, 1987

**LANGUAGE INSTITUTE OF JAPAN**  
**ASIA CENTER**  
**ODAWARA, JAPAN**



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To the Participants:

It is a pleasure for me to once again welcome those who participate in this our nineteenth annual LIOJ Summer Workshop. I am happy that our workshop continues to receive such enthusiastic support from so many fine teachers throughout Japan.

The workshop was first conceived in the hope of serving the Japanese teachers of English throughout Japan who were working so hard in an environment which, in many respects, was not exactly ideal. Thanks largely to the tireless and sincere efforts of these teachers, the level of proficiency in English of those who have participated in our annual LIOJ workshops has shown remarkable improvement from year to year.

It is also a great joy for us that we have been able continue our tradition of inviting teachers from Korea and Thailand. This year we are pleased to welcome our first participant from the People's Republic of China, as well as a special guest participant from India. We are fortunate to have this opportunity to bind ties with Asia, and LIOJ is pleased to be able in this rather unique way to contribute whatever little we can to promote cultural interaction between the countries of this part of the world.

And finally, I would like to thank the very fine staff of LIOJ who have put in so much effort to make this workshop both possible and worthwhile for all concerned.

Sincerely,



M. Shibusawa  
Executive Director,  
MRA Foundation

Dear Colleagues,

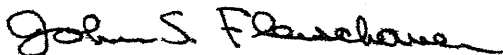
Welcome to our nineteenth annual LIOJ Workshop. We at LIOJ are pleased that we can continue to play our part in encouraging the study of English as a medium for the communication of ideas. We hope that you will find this year's workshop one of our most useful, as our primary theme this year is teaching large classes. In addition to our primary theme of how to provide better instruction in classes involving large numbers of students, we would also like to emphasize the cross-cultural aspect of communication.

During our workshop, you will have an excellent opportunity to share ideas and experiences with the LIOJ faculty and invited lecturers and guests from the United States and other countries. As is the custom at LIOJ, all activities will be **entirely in English**. This will not only provide you maximum practice in using and improving the English that you already know, but will also help stimulate you to 'think in English' and begin to place yourself in a new cultural context.

We at LIOJ also wish to offer this workshop as a tribute of our recognition and support of the tremendous efforts which Japanese teachers and teachers throughout the world are making in their efforts to improve the quality of their teaching.

I would also like to take this opportunity to draw particular attention to the efforts of the LIOJ teaching and office staff. It is only through their hard work, perseverance, and dedication to excellence that this workshop, and the Language Institute of Japan, can succeed in reaching the high goals for which we aim.

Sincerely,

A handwritten signature in dark ink, appearing to read "John S. Fleischauer". The signature is fluid and cursive, with a long horizontal stroke at the end.

John S. Fleischauer  
Director, LIOJ

## DAILY SCHEDULE

### Sunday, August 9:

- 11:00 Opening Assembly (Big Hall)
- 12:00 Lunch
- 1:15-2:45 Mr. Sen Nishiyama, Guest Speaker  
Orientation (Big Hall)
- 4:00-5:45 Special Lectures:  
Deborah Baker, Part I (Hakone)  
Wayne Haverson, Part I (Green)  
Thomas Scovel, Part I (Mountain View)  
David Wardell, Part I (Pacific View)  
Sumako Kimizuka, Part I (Ivory)
- 6:00 Dinner
- 6:50-7:25 Organization Meeting: Special Activities  
(Mountain View) Optional
- 7:30-8:00 Language Class Orientation (Classrooms)
- 8:15-9:45 Welcome Party (Hakone)

### Monday, August 10:

- 8:30-10:15 Special Lectures:  
Deborah Baker, Part II (Hakone)  
Wayne Haverson, Part II (Green)  
Thomas Scovel, Part II (Mountain View)  
David Wardell, Part II (Pacific View)  
Sumako Kimizuka, Part II (Ivory)
- 10:30-12:00 Language Study Classes
- 12:00 Lunch
- 1:00-2:45 Language Study Classes
- 3:45-5:45 Afternoon Programs
- 6:00 Dinner
- 7:00-9:00 Materials Display & Tea/Coffee Time  
(Big Hall)

Tuesday, August 11:

8:30-10:15 Special Lectures:  
Deborah Baker, Part I (Hakone)  
Wayne Haverson, Part I (Green)  
Thomas Scovel, Part I (Mountain View)  
David Wardell, Part I (Pacific View)  
10:30-12:00 Language Study Classes  
12:00 Lunch  
1:00-2:45 Language Study Classes  
3:45-5:45 Afternoon Programs  
6:00 Dinner  
7:00-8:30 Evening Programs

Wednesday, August 12:

8:30-10:15 Special Lectures:  
Deborah Baker, Part II (Hakone)  
Wayne Haverson, Part II (Green)  
Thomas Scovel, Part II (Mountain View)  
David Wardell, Part II (Pacific View)  
10:30-12:00 Language Study Classes  
12:00 Lunch  
1:10-2:45 Special Interest Group Meetings  
3:45-5:45 Afternoon Programs  
6:00 Dinner  
7:00-8:30 Evening Programs

Thursday, August 13:

8:30-10:15 Special Lectures:  
Deborah Baker, Part I (Hakone)  
Wayne Haverson, Part I (Green)  
Thomas Scovel, Part I (Mountain View)  
David Wardell, Part I (Pacific View)  
Sumako Kimizuka, Part I (Ivory)  
10:30-12:00 Language Study Classes  
12:00 Lunch  
1:00-2:45 Language Study Classes  
3:45-5:45 Afternoon Programs  
6:00 Dinner  
7:00-8:30 Evening Programs



Friday, August 14:

8:30-10:15 Special Lectures:  
Deborah Baker, Part II (Hakone)  
Wayne Haverson, Part II (Green)  
Thomas Scovel, Part II (Mountain View)  
David Wardell, Part II (Pacific View)  
Sumako Kimizuka, Part I (Ivory)  
10:30-12:00 Language Study Classes  
12:00 Lunch  
1:00-2:45 Language Study Classes  
3:45-5:45 Afternoon Programs  
6:00 Dinner  
6:45 Closing Ceremony (Big Hall)  
Mr. Mitsuya Goto, Guest Speaker  
8:45 Farewell Party (Hakone)

Saturday, August 15:

9:00-10:00 Check out  
Bus service to the Odawara station  
provided.

- NOTES -

## NOTES AND EXPLANATIONS:

Special Interest Groups: On Wednesday afternoon from 1:10 to 2:45 there will be meetings of groups of participants who have interest in either discussing or exploring subjects of particular concern to them (textbooks, testing, etc.), or in simply getting some exercise by visiting locations within reasonable distance of Asia Center. No language classes will be held at this time.

Language Study Classes: The purpose of these classes is to allow workshop participants to improve their spoken English. While we hope that people will be interested in the various methods and techniques used in their classes, we wish to stress that the language study classes will concentrate on language study and not methods. In addition to regular language study classes, we will be offering Special Focus Classes concentrating on movies, drama, or composition.

Special Presentations: This year there will be a special presentation by Mr. Yasushi Suzuki and Ms. Suzy Nachtsheim of the Yokohama City Education Center on "How to Make More Effective Use of Native Speakers in Your Class".

Materials Display: (Monday evening, Big Hall)  
The purpose of the display is to show a complete collection of language teaching materials that have been developed by publishers, LIOJ instructors, and participants. You may order or purchase these materials if you wish.

**SPECIAL NOTE:** In order to reduce waiting lines in the cafeteria, some language classes will have their lunch break from 12:00 to 1:00, and others will break from 12:15 to 1:15. Be sure to check with your language class teacher the first day of class.

Please remember: **ENGLISH ONLY!!**

## AFTERNOON AND EVENING PROGRAM SCHEDULE

### Monday, August 10: (3:45 - 5:45)

- \* "Bringing Internationalism into the ESL Classroom"
- \* "Creativity: One Thing Leads to Another"
- \* "Cross-Cultural Communication"
- \* "Discussion Skills and Models"
- \* "ELT as a Window to Modern Chinese Society"
- \* "Language Education in Korea"
- \* "Teaching English through Songs"
- \* "Teaching Spelling"

### Evening (7:00 - 9:00)

- \* Materials Display in Big Hall

### Tuesday, August 11: (3:45 - 5:45)

- \* "Creativity: One Thing Leads to Another"
- \* "Discussion Skills and Models"
- \* "Language Proficiency Testing"
- \* "Motivating Young Learners Using Supplementary Material"
- \* "Productive Pressure -- Stress as a Classroom Tool"
- \* "Storytelling as a Classroom Activity"
- \* "Teaching English through Songs"
- \* "Telephone Work in the Classroom"

### Evening (7:00 - 8:30)

- \* "'Activating' Ideas for Teaching English in Japanese Schools"
- \* "Conversation Management"
- \* "Creating the Independent Learner"
- \* "Dialects of American English"
- \* "Environmental Management: East and West"
- \* "Getting to Know Alaska"
- \* "Japan's Place in the World"
- \* "A Survey of American Literature"

**Wednesday, August 12: (3:45 - 5:45)**

- \* "Bringing Internationalism into the ESL Classroom"
- \* "Discussion Skills and Models"
- \* "Language Education in China"
- \* "Language Proficiency Testing"
- \* "Productive Pressure -- Stress as a Classroom Tool"
- \* "Storytelling as a Classroom Activity"
- \* "Telephone Work in the Classroom"
- \* "A Whole Language Approach to Reading in a Foreign Language" (Part I)

**Evening (7:00 - 8:30)**

- \* "'Activating' Ideas for Teaching English in Japanese Schools"
- \* "Communicative Activities Based on Public School Textbooks" (LIOJ Scholarship Presentation)
- \* "Conversation Management"
- \* "Dialects of American English"
- \* "High School Education in America"
- \* "Teaching in Our Technological World: Implications"
- \* "What Should You Say? Mazes for English Functions"

**Thursday, August 13: (3:45 - 5:45)**

- \* "Bringing Internationalism into the ESL Classroom"
- \* "Cross-Cultural Communication"
- \* "ELT as a Window to Modern Chinese Society"
- \* "Productive Pressure -- Stress as a Classroom Tool"
- \* "Teaching English Through Songs"
- \* "Teaching Spelling"
- \* "Translation as a Process"
- \* "A Whole Language Approach to Reading in a Foreign Language" (Part II)

Evening (7:00 - 8:30)

- \* "Creating the Independent Learner"
- \* "Environmental Management: East and West"
- \* "Getting to Know Alaska"
- \* "High School Education in America"
- \* "Language Games"
- \* "Remaking Textbook Lessons to Heighten Student Interest" (LIOJ Scholarship Presentation)
- \* "A Survey of American Literature"
- \* "Teaching in Our Technological World: Implications"

Friday, August 14: (3:45 - 5:45)

- \* "Creativity: One Thing Leads to Another"
- \* "Cross-Cultural Communication"
- \* "How to Make More Effective Use of Native Speakers in Your Class" (Special Presentation)
- \* "Storytelling as a Classroom Activity"
- \* "Teaching Spelling"
- \* "Telephone Work in the Classroom"

Evening

Closing Ceremony in Big Hall (6:45 - 8:45)

Farewell Party in Hakone Room (8:45 - ???)

- NOTES -

## PROGRAM DESCRIPTIONS

Afternoon Programs: (3:45 - 5:45 p.m., Monday - Friday)

### **Bringing Internationalism into the ESL Classroom**

(Tom Cope)

In today's world 'internationalism' has become a buzzword of world leaders and politicians. In the true sense of the word, internationalism demands awareness of conditions in many parts of the world and an appreciation of the effect of these conditions on our individual lives. This demonstration will present materials and methods for promoting this awareness by developing the vocabulary, grammar, notions, and functions necessary to discuss these issues. These materials create a link between the ESL classroom and other studies which help students learn more about the world they live in.

(15) (Mo, Th) SKY LOUNGE; (We) MOUNTAIN VIEW

### **Creativity: One Thing Leads to Another**

(Beverley Curran/Jim Cyborowski)

This presentation will show how creativity is an organic process. The presenters will analyze and describe the creative process as it relates to one type of problem-solving activity which involves organizing sequential information. They will show how this basic paradigm can be manipulated to teach a number of notions at every linguistic level. They will also demonstrate how teachers can tap their own and their student's natural creativity to design materials for the ESL classroom. Participants will be given the opportunity to develop their own materials, tailored to their particular classroom and language goals.

(15) (Mo, Tu, Fr) MOUNTAIN VIEW

**Cross-Cultural Communication** (Annie Van Assche)

In this lecture we will study ways to identify cultural differences and their implications related to communication between two or more cultures. This added awareness about cultural differences will be explored through hands-on activities to further aid our understanding of how communication is culturally influenced. We will also study the interrelationship of culture and language. Through active participation in this lecture, participants can become more aware of ways of communicating more effectively cross-culturally.

(15) (Mo, Th, Fr) IVORY

**Discussion Skills and Models** (Kevin McClure)

This presentation will begin with a brief discussion of what skills are needed before a second language learner is ready for discussions and meetings. This will be followed by the presentation of three models for discussions: the traditional western meeting, the case study method, and the interactive approach. The audience will actively participate in the three models.

(15) (Mo) EDMONTON; (Tu, We) IVORY

**English Language Teaching as a Window to Modern Chinese Society** (Janene Scovel)

Japan has always had close historical, cultural, and economic ties with China, and so it is instructive to learn something about English language teaching in Japan's important neighbor and the world's most populous country. The lecturer will describe how English teaching in the People's Republic of China has reflected the changes in the social and political climate since the revolution of 1949, and will focus particularly on the influences of the West (including the Soviet Union) and the impact of Confucianism on the society. Slides will be shown to illustrate the lecture and to provide colorful examples.

(20) (Mo, Th) BEAR

**How to Make More Effective Use of Native Speakers in  
Your Class"** (Yasushi Suzuki and Suzy Nachtsheim)  
(50) (Fr) HAKONE

**Language Education in China** (Yang Weijun)  
(30) (We) HAKONE

**Language Education in Korea** (Mi-Sun Paik/Heisoon Yang)  
(30) (Mo) PACIFIC VIEW

**Language Proficiency Testing** (Sumako Kimizuka)  
Are tests really effective in measuring the student's proficiency in the language? What do tests really determine? What is the best way to measure language proficiency? How can we improve our testing methods? These and other questions will be discussed by Dr. Kimizuka from the point of view of the effectiveness of language proficiency testing in the Japanese school setting.  
(15) (Tu, We) BEAR

**Motivating Young Learners Using Supplementary Material**  
(S. Velayudhan)

The lecturer will present a variety of sample materials which have proved successful in motivating secondary school learners in a variety of Indian schools. The presentation will include a brief introduction to the existing teaching strategies, the nature of the state approved textbooks, and the perceived and actual learning outcome. Discussion will center on how a variety of materials (exercises, puzzles, jokes, codes, news items, anecdotes, etc.) can be used alongside regular texts to enliven and motivate young learners, as well as the strategies used for presentation and exploitation of these materials.  
(30) (Tu) PACIFIC VIEW



## **Productive Pressure: Stress as a Classroom Tool**

(Don Maybin)

The presenter will show how pressure in the form of competition, seating arrangements, etc. can be used with language classes of any size to stimulate and encourage students of all ages to participate more fully in the development of their listening, speaking, reading, and writing skills. This workshop is lively, practical, and encourages audience participation.

(20) (Tu, We, Th) GREEN

## **Storytelling as a Classroom Activity**

(Lucy Moore)

Storytelling is a stimulating way to practice narration and sequencing of events. It is also useful for developing conversation management techniques such as interrupting, checking and correcting information, and showing interest in what the speaker is saying. This workshop will explain the sequencing of preparatory activities and demonstrate the storytelling activity.

(15) (Tu, We, Fr) EDMONTON

## **Teaching English Through Songs**

(Tom Scovel)

If you believe Tsunoda's claims that Japanese students only use the left hemisphere of their brain for processing sounds, you will want to learn some songs in English to develop your right hemispheres! But regardless of what happens to your brain, songs are an excellent way to learn or practice new English sounds, words, sentence patterns, and insights into American culture. We will learn and sing several contemporary popular songs with the accompaniment of tape recordings and a distinctly American instrument, the ukelele.

(35) (Mo, Tu, Th) HAKONE

## **Teaching Spelling**

(Linda Damas)

What is spelling? Why is spelling important? What factors are important in a spelling program? Participants will explore the answers to these questions and others and learn useful classroom techniques for helping students improve their spelling. Teachers attending can share their experiences with problem spellers in the classroom and participate in a hands-on spelling activity.

(15) (Mo, Fr) GREEN; (Th) EDMONTON

**Telephone Work in the Classroom: Methods and Sample Materials**

(Bruce Moore)

A wealth of potential teaching materials is readily accessible from English language newspapers and magazines. The audience will have an opportunity to use sample materials developed at LIQJ, and identify those materials which would be effective for their particular classroom situations. The methods of presentation and motives behind the telephone exercises will be explained. Lots of pair work.

(15) (Tu, We, Fr) SKY LOUNGE

**Translation as a Process**

(Kruamart Bamrungsuk)

(20) (Th) MOUNTAIN VIEW

**A Whole Language Approach to Reading in a Foreign Language**

(Wayne Haverson)

Reading is the process of bringing meaning to print. Integral components of this process are activating the prior knowledge of the learner and using motivational strategies that empower the foreign language reader to make sense of the text. This session will focus on identifying and demonstrating strategies that facilitate successful reading comprehension in a foreign language. Participants will explore a whole-language model of literacy development that integrates listening, speaking, reading, and writing. At the end of this session, participants will be able to:

1. Apply the principles of whole language to reading in a foreign language.
2. Develop a lesson plan that integrates these principles.
3. Demonstrate specific strategies that assist students in understanding a foreign text.

(35) (Part One, We; Part Two, Th) PACIFIC VIEW.

Evening Programs: (7:00 - 8:30 p.m., Tuesday - Thursday)

**"Activating" Ideas for Teaching English in Japanese  
Schools** (Annie Van Assche)

Usually, the English classroom in Japan aims at the study of grammar and vocabulary through reading and writing. Students are not expected to act, nor are they encouraged to do so. The nature of the teaching materials further challenges the Japanese teacher of English. In this class we will look at some practical activities to help get students actively involved in learning English, thus increasing the efficiency of their English studies.

(15) (Tu, We) HAKONE

**Communicative Activities Based on Public School Texts  
LIOJ Scholarship Presentation** (Sachiko Ikeda)  
(40) (We) PACIFIC VIEW (Please see description, Page 20.)

**Conversation Management for Lower-Level Students**  
(Kevin McClure)

Conversation management is something that is often reserved for higher level students, as these students are seen as having more conversation to "manage." In the lower levels, however, the students are too often prevented from becoming involved in communicative situations due to their ignorance of conversational strategies and norms in English. This presentation will examine the rules by which conversations are guided and will demonstrate methods for developing these skills.

(15) (Tu, We) MOUNTAIN VIEW

**Creating the Independent Learner** (Don Maybin)

This workshop demonstrates how to introduce and develop specific communication strategies in ESL/EFL classrooms which help adult students interact with greater confidence. The presentation is both lively and practical, and should be of interest to language instructors and learners of all backgrounds and experience.

(20) (Tu, Th) PACIFIC VIEW

### **Dialects of American English**

(Jim Cyborowski)

Many Americans speak English, but few of them actually speak the same language. For example, there is a difference in the English spoken by Northerners and Southerners, by men and women, and by the young and the old. These differences are apparent in pronunciation, grammar, and vocabulary. The lecturer will illustrate and explain these differences.

(15) (Tu, We) BEAR

### **Environmental Management: East and West**

(Bruce Moore)

Effective maintenance of our environment has become a worldwide concern. This presentation concerns the conditions which contribute to environmental pollution and modern methods of environmental management. Through a lecture/discussion format, the presenter will focus on such questions as: What fundamental conditions bring about changes in the quality of our environment? Do these conditions exist today in America and Japan? What are some examples of water quality problems in America today? What have advanced nations, such as America and Japan, done to improve water quality and prevent water pollution?

(15) (Tu, Th) SKY LOUNGE

### **Getting to Know Alaska**

(Linda Damas)

Through a color slide presentation participants will be able to get a glimpse of some of Alaska's world-renowned wildlife and scenery, as well as its people and their activities. In addition, participants will be able to view a small exhibit of Alaskan artifacts including samples of hand-made Yupik Eskimo basketry and beadwork.

(15) (Tu, Th) EDMONTON

**High School Education in America** (Janene Scovel)

What is an American high school like? What do American students learn (or not learn!) in high school? What are the strengths and weaknesses of high school education in the United States, and what can Japanese and American high school educators learn from one another? These are some of the questions that will be answered in this presentation. Bring your own questions to ask as well!

(15) (We, Th) GREEN

**Japan's Place in the World** (Masahide Shibusawa)

What are the challenges and conflicts which are facing Japan today? Should Japan, as a major economic power, take a greater role in world affairs? What are the key factors which will influence Japan's future? Can Japan be expected to spearhead Asian economic development while maintaining its own economic growth? These and other questions will be discussed by Mr. Masahide Shibusawa, Representative Director of LIOJ, in this look at Japan, present and future.

(20) (Tu) IVORY

**Language Games**

(Nopporn Sarobol)

(20) (Th) BEAR

**Remaking Textbook Lessons to Heighten Student Interest"**  
**LIOJ Scholarship Presentation**

(Yoshiko Ohtani)

(40) (Th) HAKONE (Please see description on Page 20).

**A Survey of American Literature** (Lucy Moore)

Examining the literature of a culture often gives one a special insight into the people and customs of that culture. In this lecture the speaker will discuss several outstanding examples of American literature and point out how they reflected American thought and customs at the time they were written. In addition, the speaker will analyze how these classics reflect current cultural values in America.

(15) (Tu) GREEN; (Th) MOUNTAIN VIEW

## Teaching in Our Technological World: Implications

(Tom Cope)

We, as teachers, are confronted daily by the precariousness of our world situation, yet, we try to help and convince our students of the need to learn, the need to plan for their future. Are students not aware of this contradiction? Are we? This interactive lecture will focus on many of the 'technology' issues of our present world and will consider such issues as the nuclear dilemma and the environment. An attempt will be made to have the participants view the world through the eyes of their students.

(15) (We, Th) IVORY

## What Should You Say? Mazes for English Functions

(Kathy Maston)

Functional language, such as suggesting, persuading, and apologizing, is often difficult to contextualize in a classroom. In this workshop, participants will take active part in a problem-solving small group discussion activity which provides contextualized practice in determining when to use a particular function as well as recognizing and using suitable levels of politeness and formality within a function.

(20) (We) SKY LOUNGE

Presentations by Participants from Abroad

Language Education in China (Yang Weijun)  
(30) (We) HAKONE (3:45 - 5:45)

Language Education in Korea (Mi-Sun Paik/Heisoon Yang)  
(30) (Mo) PACIFIC VIEW (3:45 - 5:45)

Translation as a Process (Kruamart Bamrungsuk)  
(20) (Th) MOUNTAIN VIEW (3:45 - 5:45)

Language Games (Nopporn Sarobol)  
(20) (Th) BEAR (7:00 - 8:30)

- Notes -

## LIOJ SCHOLARSHIP PRESENTATIONS

### "Communicative Activities Based on Public School Texts" Sachiko Ikeda, Eiken Ueda English School

With the greater emphasis on communicative competence, we teachers now find dialogues and colloquial expressions in entrance examinations. Required texts have been changed from written, or sometimes Japanese-English, to conversational and realistic English. Listening comprehension will soon be included in high school entrance examinations on a trial basis. This presentation will offer some communicative activities based on public school textbooks. These activities are easy to prepare, can be used with almost any size class, and can motivate students because of their game-like character. The speaker will first introduce some activities for learning words, sentences, and contexts. The speaker will then show how to decide which activities to use and how to prepare activities using lessons from textbooks. Finally, there will be a discussion about other possible activities as well as problems which may occur. (40) (We) PACIFIC VIEW (7:00 - 8:30)

### "Remaking Textbook Lessons to Heighten Student Interest" Yoshiko Ohtani, Hosei Junior High School, Nagoya

Instead of using the usual material simply derived from textbooks, I have begun to use material of my own. This material includes the most "up-to-date" information from America, as it was obtained by my own students who enjoy corresponding with American junior high school students. For example, one of them received a lot of actual information about "a school dance". I have used this material in redesigning a lesson from the New Horizons textbook. Through revising the lessons in such textbooks to make them more specific to student interests, I have become more confident of my students taking more interest in the material. From now on I plan to use "real" information to redesign textbook lessons so that the lessons are more attractive to the individual students. (40) (Th) HAKONE (7:00 - 8:30)



## GUEST SPEAKERS

We are pleased to welcome to our workshop two speakers prominent in Japan's international development.

Our Opening Speaker, MR. SEN NISHIYAMA, was born and educated in the United States. Arriving in Japan in 1934, he became a naturalized Japanese citizen one year later. He served in the Ministry of Communications from 1935 to 1945, was an advisor in the Civil Communications Section of General MacArthur's headquarters until 1951, and was advisor to the American Embassy from 1951 to 1972. From 1972 Mr. Nishiyama has been associated with Sony Corporation, first as an International Affairs Executive, and then as a Special Consultant. Mr. Nishiyama is highly respected as a simultaneous interpreter, having interpreted for American Ambassadors and Japanese Prime Ministers while serving in the American Embassy. Mr. Nishiyama simultaneously interpreted from English into Japanese all of the live telecasts of the Apollo moon projects of the National Aeronautic and Space Administration (NASA) over NHK from 1968 to 1972.

Our Closing Speaker, MR. MITSUYA GOTO, is Managing Director of the Japan Center for International Exchange, as well as Executive Secretary of the Ushiba Memorial Foundation. After graduating from Wabash College, Indiana, where he was Valedictorian of the class of 1955, Mr. Goto did graduate work at the Woodrow Wilson School of Public and International Affairs. From 1964 to 1968 he was European Representative for the Japan Federation of Employers' Associations (Nikkeiren) in Geneva. In 1969 Mr. Goto joined Nissan Motor Co. and became Assistant Manager, International Division. From March, 1983 to March 1985 he was General Manager of the Corporate Office in Belgium and he later served as the General Manager of the London Office. In 1986 he returned to the home office as General Manager, International Division. Mr. Goto is a member of the Advisory Council of the Woodrow Wilson School of Public and International Affairs, Princeton University, and is also a member of the Council, Policy Study Institute, London.

## GUEST LECTURERS AND SPECIAL GUEST PARTICIPANTS

### DEBORAH BAKER -- Guest Lecturer

Dr. Baker received a Ph.D. in Speech/Communication from the University of Minnesota in 1983 and is currently Assistant Professor of Speech at the University of Hawaii at Manoa where she teaches courses in Intercultural Communication, Interpersonal Communication, and Language in Communication. Dr. Baker received a Master's Degree in English as a Second Language from The Pennsylvania State University in 1976. She has taught ESL in the United States, Guatemala, and Japan. At Penn State Dr. Baker was also Assistant Director for a Program for Japanese Teachers of English sponsored by CIEE. From 1976 to 1978 Dr. Baker was an LIOJ staff member and editor of Cross Currents. Her research interests include the effects of communication style and she is currently conducting research on the effects of culture shock.

About the Lecture: "Intercultural Communication: Another Perspective on Language Teaching". This workshop will focus on the importance of teaching intercultural communication skills in a language classroom. Intercultural communication is based on an understanding of the role of culture and the processes of communication in our interactions with people of other countries. The lecturer will explain and demonstrate why intercultural communication skills are important for students and how it is possible to develop communicative competence and intercultural competence simultaneously. Classroom activities will be developed to incorporate intercultural communication into the language learning curriculum.

### WAYNE W. HAVERSON -- Guest Lecturer

Dr. Haverson is Coordinator of Graduate Programs in the School of Education at Oregon State University, and has an extensive background in teacher-training and Teaching English as a Second Language on the secondary and adult levels. The author of numerous articles and monographs on

ESL Literacy, Dr. Haverson has presented at workshops and conferences throughout the United States and Canada. He has served as a consultant to the United Nations High Commission on Refugees, the US Office of Refugee Resettlement, the Center for Applied Linguistics both in the United States and in Southeast Asia, and to various state and provincial departments of education. His most recent publication, Celebration: Festivities for Reading!, is co-authored with his wife, Susan Haverson.

About the Lecture: "Language Acquisition Through Experiential Learning". Experiential learning is a process-oriented and highly interactive form of language learning which encourages and requires learners and teachers to make full use of their learning potentials. Drawing on the traditions of whole-person learning, creative expression, and communicative language teaching, this approach goes far beyond Total Physical Response (TPR) or other similar methods. Workshop participants utilizing the principles of cooperative learning will experience this approach to language learning. Interactive group experiences that encourage the involvement of the whole learner will be demonstrated and discussed. Using natural approach and total physical response principles, participants will be shown how to prepare learners to develop language skills at their own rate while progressing toward communicative competence. Participants will be given the opportunity to apply demonstrated techniques.

At the end of the session participants will be able to:

1. Develop appropriate strategies for initial communicative success.
2. Develop collaborative language learning settings.
3. Enable students to develop speaking and other language skills at their own rates.

Dr. Haverson will also present a two-part presentation entitled "A Whole Language Approach to Reading in a Foreign Language". (35) (We, Part I; Th, Part II) PACIFIC VIEW. (Please see details of the lecture on Page 14.)

SUMAKO KIMIZUKA -- Guest Lecturer

Dr. Kimizuka is Associate Professor in the Department of East Asian Languages and Cultures, University of Southern California. Her career began at Tsuda College in Tokyo, where she earned a Secondary School Teaching Certificate (English and English Literature). Thereafter, she continued her studies at Occidental College, receiving both B.A. and M.A. degrees, and she completed her Ph.D. at UCLA. Dr. Kimizuka is active in conferences and workshops, and has a long list of publications, the most well-known of which is her book, Teaching English to Japanese.

About the Lecture: "A Contrastive Analysis of the English and Japanese Languages: Phonological, Morphological, Syntactic, and Socio-Cultural Aspects". Second language acquisition is a process of cognitive-creative construction, plus habit-formation. A sound knowledge of the differences and difficulties which arise as a learner's dominant culture and language persist is fundamental to this process. These difficulties become greater in proportion to the increase of differences between the two language systems, and it is obvious that the learner tends to transfer his dominant language system to the new language.

In this presentation Dr. Kimizuka will discuss the problems encountered by speakers of Japanese in learning English and the problems of the teacher in teaching English as a second/foreign language to speakers of Japanese. Theories and realities of second language acquisition will be discussed, followed by a contrastive analysis of Japanese and English. The lecturer will suggest different ideas, approaches, techniques, and instructional strategies beneficial to both teachers of English to Japanese and to Japanese learners of English.

Dr. Kimizuka will also present a lecture entitled "Language Proficiency Testing". (15) (Tu, We) BEAR (3:45 - 5:45) (Please see Page 12 for details of the lecture.)

THOMAS SCOVEL -- Guest Lecturer

Dr. Scovel received his Ph.D. in Linguistics from the University of Michigan in 1970 and is presently Associate Professor in the Department of English, San Francisco State University. Prior to coming to San Francisco State University in 1983, Dr. Scovel served in a number of posts both in the United States and abroad, including the University of Pittsburgh, Tianjin Foreign Languages Institute, China, and Chiangmai University, Thailand. In addition, Dr. Scovel has been a Visiting Professor for summer or special courses at the University of California, the University of Toronto, the University of Lancaster, and the University of Hawaii. During the summer of 1986 Dr. Scovel participated in a three-week teaching seminar in Hungary. Dr. Scovel has published over thirty articles on language teaching in such publications as Language, Language Learning, Language Learning and Communication, TESOL Quarterly, Education, and Comprehensive Psychiatry. Dr. Scovel most recently published Psycholinguistics and Language Teaching (William Carey Press, 1986), and is presently completing A Time to Speak, soon to be published by Harper and Row.

About the Lecture: "Teaching Grammar to Large Groups". What is most important to the teaching of grammar is not so much the size of the class as the goals and relevance of the course. The lecturer will describe and demonstrate two useful ways in which EFL grammar classes can be taught in an interesting and relevant manner, even to large groups of Japanese students. The lecture is divided into two parts:

Part I: "The Power of Prepositions"

The lecturer will illustrate that by focussing on prepositions, Japanese students can acquire a quick

and accurate grasp of English grammatical structure and, at the same time, acquire communicative skills that are appropriate for contemporary usage.

**Part II: "Grammar and Group Work"**

The lecturer will show how group work on English structures not only is effective for picking up communicative competence, but is also an excellent technique for dealing with large classes.

Dr. Scovel will also give a lecture entitled **"Teaching English Through Songs"**. (35) (Mo, Tu, Th) (HAKONE) (3:45 - 5:45) (Please see Page 13 for details.)

**DAVID WARDELL - Guest Lecturer**

Mr. Wardell received a Master's Degree in TESOL from Portland State University and is currently completing his Ph.D. in post-secondary education. He spent three years teaching ESL at the secondary school and university level in southern Thailand and later returned to Thailand where he spent two years at Chulalongkorn University's Language Institute in Bangkok. In addition, he has worked in Iran and served as a trainer of secondary school language teachers in the People's Republic of China. Mr. Wardell has been the coordinator of a program for Indochinese refugees and has served as an instructor at several colleges in Portland, Oregon. Mr. Wardell has also been a trainer with IRI International, the in-house language project serving Procter & Gamble Far East in Osaka. He is currently an instructor at the University of Pittsburgh English Language Institute in Tokyo.

**About the Lecture:** "Bringing Textbooks to Life". Textbooks form the general foundation of many language courses, and they are often the primary resource for both teacher and student. Because of the important role assigned to these materials, it is crucial that they be properly chosen and implemented.

Frequently commercially-designed textbooks prove to be less satisfactory because they fail to reflect a reality which is familiar and meaningful to students. This is especially true here in Japan where the majority of our textbooks have been developed in the United States or Great Britain; lessons are regularly built on culturally unfamiliar territory, making it difficult for Japanese students to identify with the linguistic concepts being taught.

There are, however, a variety of ways to bridge this gap between the world in which our students live and the world of commercial textbooks -- with their non-Japanese bias and unfamiliar cultural values. This presentation suggests practical methods for expanding standard textbook materials into more meaningful contexts using role plays, games , and other language-producing activities.

**S. Velayudhan** -- Special Guest Participant

Dr. Velayudhan is the Director, Regional Institute of English South India. Dr. Velayudhan holds M.A. degrees in English Language and Literature, Malayalam Language and Literature and an M.Ed. in Education. Dr. Velayudhan received an M.A. in Linguistics from the University of Missouri. Prior to becoming Director of the Regional Institute of English South India in 1983, Dr. Velayudhan was Professor and Chairman of the Department of English, University of Calicut. Dr. Velayudhan is currently editor of the International Journal of Dravidian Linguistics, The ELT Forum Journal of English Studies, The RIE Journal, and The English Classroom.

Dr. Veladhuyan will present a lecture entitled "Motivating Young Learners Using Supplementary Material". (30) (Tu) PACIFIC VIEW (3:45 - 5:45) (Please see Page 12 for details of the lecture.)

Janene Scovel -- Special Guest Participant

Dr. Scovel is English and Social Studies teacher and Choir Director at Las Lomas High School, Acalanes School District, Walnut Creek, CA. Dr. Scovel received her Ph.D. in Secondary Education: International/Multicultural Studies from the University of Pittsburgh and has taught English as a Foreign Language in various programs in Thailand, China, and the United States. She has participated in numerous conferences concerning English language teaching in China, as well as in training and orientation programs for teachers going to the People's Republic of China.

Dr. Scovel will present a lecture entitled "English Language Teaching as a Window to Modern Chinese Society". (20) (Mo, Th) BEAR (3:45 - 5:45) (Please see Page 11 for details of the lecture.)

Dr. Scovel will present a lecture entitled "High School Education in America". (15) (We, Th) GREEN (7:00 - 8:30). (Please see Page 17 for details of the lecture.)

LIOJ Scholarship Presenters from Abroad

CAAC-LIOJ Chinese Scholarship Participant

LIOJ is pleased to welcome Professor Yang Weijun, Associate Professor, Foreign Languages Department, Xiangtan University, Hunan, as our first participant from the People's Republic of China. Professor Yang will present a lecture on "Language Education in the People's Republic of China".

(30) (We) HAKONE (3:45 - 5:45)



#### Korean Scholarship Participants

Ms. Mi-Sun Paik is an instructor of English at Kyunggi Girls' High School, Seoul. She received an M.A. (English Education) from the Graduate School of Education, Ewha Women's University in 1986. Ms. Heisoon Yang has been an instructor of English at a number of universities, including Hanshin University and Seoul National University. Presently she is Assistant Professor of English, Department of Teaching Foreign Languages, College of Education, Ewha Women's University. Ms. Paik and Ms. Yang will present a lecture on "Language Education in Korea".

(30) (Mo) PACIFIC VIEW (3:45 - 5:45)

#### Thai Scholarship Participants

Ms. Kruamart Bamrungsuk received her M.A. in English (Literature and Linguistics) from Chulalongkorn University. She is an instructor of English, Faculty of Humanities, University of the Thai Chamber of Commerce, Bangkok, where she teaches translation and literature. Ms. Bamrungsuk will offer a presentation entitled "Translation as a Process".

(20) (Th) MOUNTAIN VIEW (3:45 - 5:45)

Ms. Nopporn Sarobol holds a B.Ed. from the Faculty of Education, Chulalongkorn University. She has taught English for eight years at Wat Nairong Secondary School, a government school in Bangkok. She is presently studying towards a Master's Degree in English language teaching at Kasetsart University. Ms. Sarobol will present a lecture entitled "Language Games".

(20) (Th) BEAR (7:00 - 8:30)

## LIOJ FACULTY

### **John Fleischauer - Director**

John was born and raised in western Pennsylvania and received his B.A. (Social Relations) from Colgate University. As a member of the U.S. Peace Corps, John taught English in secondary schools in Thailand and Malaysia from 1973 to 1978. After teaching for a short time in Singapore, he returned to the U.S. and received a Masters Degree in International Relations (Southeast Asia). He taught in Taiwan before coming to LIOJ as an instructor in 1982. John later became Director in 1985. His interests include traveling, sports, and conversing with people of different cultures.

### **Kathy Maston - Academic Supervisor**

Kathy received her B.A. in English from Lewis and Clark College and an M.A.T. (TESOL) from the School for International Training. She also completed a year of graduate work at UCLA. She lived and worked in Algeria and France for 4 years. In France, she taught English at the University of Grenoble and the Centre National de la Recherche Scientifique (CNRS). From 1979 to 1984 she taught at the University of California in Berkeley. Kathy has been a teacher and supervisor at LIOJ since 1984. Kathy enjoys cross-country skiing, hiking, sailing, cooking, gardening, theater arts, and traveling.

### **Kevin McClure - Academic Supervisor**

Kevin has a B.A. in History and an M.A. in Applied Linguistics from the University of South Florida. He has taught academic English at U.S.F., survival and pre-literacy skills to refugees from a number of different countries, and oral English at the University of Paris. He has also edited journal articles and taught scientific English to researchers in Paris. He enjoys hiking, restoring houses, eating, and studying history. He speaks French fluently and Spanish well enough to find a restroom.

**Sherri Arbogast - Instructor, Community Program**

Sherri was born and raised in Southern California, and has a B.A. in Linguistics from U.C.L.A. While in L.A., she was involved in tutoring foreign students and teaching survival English to Hispanic immigrants. Before coming to LIOJ she and her husband spent one year teaching at an English academy in Gotemba, Shizuoka. Sherri enjoys spending time with her husband, speaking Spanish and trying to speak Japanese, and horseback riding whenever she gets the chance.

**Patricia Clark - Instructor**

Patti is from San Francisco, but spent 1980 - 1984 in Juneau, Alaska teaching E.S.L. to Vietnamese adults, and teaching remedial studies at an alternative high school. She has a B.A. in Social Science from the Univ. of California, Berkeley, an Alaska State Secondary Teaching Credential in Social Studies, and an M.A.(ESL) from Alaska Pacific University. Patti spent one year as an exchange student in Sweden. She loves to travel and meet people from various cultural backgrounds.

**Thomas Cope - Instructor**

Tom was born in Iowa and received a B.A. from Oregon State University in 1981. He taught ESL for a community college in Oregon and coordinated a volunteer tutoring project from 1981-1983. In 1983 he went to the Refugee Processing Center in Galang, Indonesia where he was a Cultural Orientation/Video Supervisor. He returned to the U.S. in 1984 and pursued graduate studies at the University of Denver's graduate school of International Studies. His degree conferral is pending proficiency in the Indonesian language. Interests include video, tennis, baseball, European art, and cross-cultural awareness issues.

**Beverley Curran - Instructor & Editor, Cross Currents**

Beverley holds M.A. and B.A. degrees in English literature from the University of British Columbia. She received a diploma in Russian Studies from Pushkin Institute in Moscow. She is also a Ph.D. candidate in Russian

literature at the University of British Columbia. She taught English to new immigrants in Canada. Her interests include travel, dancing, and movies.

#### **James Cyborowski - Instructor**

Jim was born and raised in Milwaukee, Wisconsin. He studied architecture and industrial design at the University of Illinois. As a member of the Peace Corps Jim worked in a literacy program in Niger, West Africa. Jim has taught grade school in New York state and counseled students at Santa Clara University. He recently received his Masters Degree in Linguistics/TESOL from San Jose State University. Jim enjoys traveling, skiing, hiking, arts and crafts, and theater.

#### **Linda Damas - Instructor**

Linda received her M.A. in Adult and Community Education from Alaska Pacific University, Anchorage, in 1985 and a B.A. in Anthropology/Sociology from Wayne State University, Detroit, Michigan, in 1975. She was the Teacher/Program Organizer of Adult Education at Prince William Sound Community College, Cordova, Alaska. Prior to moving to Alaska, she worked as a paralegal assistant for a Seattle law firm and as an executive secretary for General Motors Corporation. Her interests include people, traveling, aerobics, music, outdoor activities and vintage clothes collecting.

#### **Gary Fallow - Instructor**

Gary received a B.A. in German and Political Science from the University of Oregon in 1972, a Masters of International Management from the American Graduate School of International Management in 1979, and a Certificate in TESOL from Portland State University in 1984. He was an instructor in the intensive English language program at the Hadeed Iron and Steel plant in Jubail, Saudi Arabia. Gary has also been a Camp Manager for Oilfield Supply International in Sudan Assistant to the General Manager of Service and Supply International, Ltd. in Athens, Greece. His interests include basketball, travel, photography, tennis, and jewelry-making.

### **Keith Hoy - Instructor, Community Program**

Keith was born and raised in Vancouver and received a B.Ed. degree in Geography and History from the University of British Columbia. Before coming to LIOJ Keith worked in community programs which help foreign students and immigrants adjust to life in Canada. His interests include teaching and playing the violin, sports, travel, and meeting people from different cultures.

### **Elizabeth King - Instructor**

Elizabeth holds an M.A. in Education (E.S.L.) from the University of Colorado. She taught English at the secondary level in Tanzania for seven years. From 1980 to 1985, she taught intensive English at the Spring Institute for International Studies in Denver, Colorado, where she worked with Toshiba Corporation employees. Since 1985 she has been E.S.L. Coordinator at the University of Colorado Learning Center in a program for refugee and immigrant students.

### **Ilene Kradin - Instructor**

Ilene grew up in New Jersey where she received a B.A. in Fine Arts from Montclair State College. She taught art and crafts to children and adults for many years. In addition, Ilene has been an interior decorator, make-up artist, set decorator in movies, jewelry designer and boutique owner. Most recently she spent six years in Israel teaching Israeli students and living on a kibbutz.

### **Donald Maybin - Community Program Supervisor**

Don received his M.A. in Applied Linguistics from the University of Essex (U.K.) in 1987, and a Royal Society of Arts(RSA) certificate in TEFL in 1984. He has been teaching for twelve years, eight of them in Japan. From 1978 to 1983 he served as an instructor with Mitsui Engineering and shipbuilding Company in Okayama. From 1984 through 1986, he taught classes in junior colleges, state high schools and cram schools. Don conducts teacher training workshops across the

country under the auspices of JALT. Don also does consulting work for Longman Publishers. His hobbies include cooking (and eating) spicy dishes, and going to movies.

#### **Bruce Moore - Instructor**

Bruce is from California, and holds Bachelor of Science degrees in Oceanography and Environmental Resources Engineering from Humboldt State University. He studied limnology at the University of Uppsala in Sweden. He has worked for consulting engineering firms in Sweden and Guam. Most recently he worked for the U.S. Environmental Protection Agency in San Francisco, dealing in wastewater treatment and hazardous waste disposal. He particularly enjoys food, nordic skiing, classical music, tennis, hiking, gardening, and history. His two favorite topics are Sweden and sewage.

#### **Lucy Moore - Instructor**

Lucy is from California and graduated from California State University at Sacramento in 1978 with a degree in Biology. She then went to Sweden for 2 years where she worked and studied lake ecology and Swedish. In 1983 she went to Guam where she supervised a nutrition study and learned to snorkel. Later that year she entered graduate school at San Francisco State University. She received her MA in TESOL in 1986. Her hobbies include singing, reading, hiking and skiing.

#### **Peter Mulrean - Instructor**

Peter received a B.A. in Government from Harvard University where, in addition to studying International Relations, he was very active in the arts, singing in several choruses and performing in theatrical productions. He worked for a year as a commercial underwriter in New York before joining the Peace Corps where he served as a high school English teacher in Morocco. He then spent a year studying and traveling in France. Most recently, he served as an instructor in the

Intensive English Language Program at Chengdu University of Science and Technology. Peter enjoys music, politics, cooking, and eating what he cooks.

**David O'Reilly - Instructor**

David was born in Dublin, Ireland and lived there until he received a Bachelor's degree in Commerce in 1981. He moved to Vancouver, British Columbia in 1982. His work experience includes teaching in Dublin, working in retail management, and training entry-level supervisors in Vancouver. He has also conducted a number of market analyses for services in British Columbia. His interests include outdoor activities, reading, and eating in good restaurants.

**Virgil Palmer - Instructor**

Virgil received his M.A. in Education from the University of California, Davis in 1986 and his B.A. in Management Studies from Sonoma State University in 1982. His considerable experience in both the private and public sectors, includes stints as Editor-in-chief of the Sonoma Management Review and as a minority student counselor at Solano Community College in Northern California. Since 1982 he has been employed in a number of marketing and public relations ventures in education and real estate. Because of extensive research of California vocational teachers of agriculture Virgil is also listed in the Social Science Index.

**Norman Tyrrell - Instructor**

Norm received his B.A. in Physics from St. John's University, Minnesota and during the past year has been doing one-on-one tutoring in an ESL Program for new immigrants in Minnesota. Since 1986 he has served as a research consultant. He has been involved in research on water quality and image processing and has designed and developed innovative test procedures to detect radon gas. As a technical aide with 3M Company he helped set

up a data base system to review Japanese patent applications. He enjoys canoeing and hiking and is also interested in music, photography, and astronomy.

**Annie Van Assche- Instructor**

Annie holds a B.A. in Fine Arts and Art Education from Central Washington University and a TESOL Certificate from Portland State University. She has taught English to S.E. Asian refugees in Portland, Oregon. She is particularly interested and skilled in weaving and papermaking. Besides teaching, she enjoys music, bicycling, hiking and learning about Japanese textile arts. Her future plans include teaching, building her own home, and traveling.

- NOTES -



## LIOJ ADMINISTRATIVE STAFF

LIOJ Staff: (Our staff members speak excellent English. Students are expected to speak to them only in English.)

### **Nobuhito Seto - General Manager**

Nobu takes care of accounting, overseeing the budget, managing communications with client companies, advertising, and general problem-solving related to students' and teachers' welfare at LIOJ. He also assists with the publication of Cross Currents.

### **Terumi Yanagawa - Office staff**

Terumi handles work related to residential courses, especially the Businessmen's course, communication with client companies, program related matters, outer and inner office business.

### **Kaoru Komiyama - Office staff**

Kaoru is responsible for accounting, the Odawara Community course, inner office business, and teacher related matters including materials preparation, and setting up the special programs.

### **Kazue Hoshino - Office staff**

Kazue is responsible for correspondence, the Odawara Community course, program related matters including materials preparation for programs, and inner office business.

## LIOJ HISTORY

LIOJ is a private organization supported by a non-profit educational foundation. It was begun nineteen years ago through the support of Masahide Shibusawa and the guidance of Rowland Harker (the first Director) and Toneko Kimura. LIOJ began as an experimental school specializing in preparing Japanese to work and/or study abroad. By offering programs in an "English Only" atmosphere in which personal meetings are frequent and meaningful, and in which learning is contextualized through various residential activities, we have been able to maintain high standards while encouraging a creative approach towards language teaching and the development of cross-cultural awareness amongst our students and staff.

From its beginning as an international traveling high school, LIOJ has expanded and changed to meet new needs. In 1969 we offered our first Summer Workshop for Teachers of English and our first intensive residential programs for university students. Two years later, community courses for citizens of Odawara were added. In 1972, we opened our intensive courses in Business English. This same year marked the appearance of our journal, Cross Currents, which now has readers in more than twenty-five countries. LIOJ was also the site of the first annual TEFL Conference in Japan in 1975. This conference was the origin of the Japanese Association of Language Teachers, which now numbers over three thousand members.

LIOJ graduates today number over 28,000: English teachers, 2,400; businesspeople, 4,170; regular students (mostly university students), 3,100; and Odawara community course students, 18,000. It has been our great pleasure to bind ties with other parts of Asia through the participation to date of 64 Thai teachers and students. Seven years ago we began a similar relationship with teachers from Korea, and a total of 16 Korean teachers have been LIOJ workshop participants. Today we are pleased to receive news from these friends from all over the world.

## CROSS CURRENTS

All participants in the 19th Annual Summer Teachers' Workshop will receive a complimentary copy of Cross Currents, a semiannual journal of communication, language and cross-cultural skills published by LIOJ. The major emphasis is on practical ideas and suggestions for classroom use. We hope that you will enjoy your complimentary copy and will subscribe to future issues.

Our latest issue includes articles on:

Large Class Management  
Conversational Management  
Non-Verbal Communication

plus Bright Ideas and Book Reviews.

For more information about Cross Currents, and to buy other issues, come and talk to members of the editorial staff any day from 2:45-3:45 at the display table. Subscriptions may be purchased through School Book Service.

\*\*\*\*\*

Subscriptions: 1 Year: 2,500 yen 2 Years: 5,000 yen

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Subscriptions available through:

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Takadanobaba, Shinjuku-ku 160

Postal transfer:

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Current issues available at major bookstores through:

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3-14-9 Ohkubo

Shinjuku-ku

Tokyo 160

Back issues are available from:

CROSS CURRENTS

4-14-1, Shiroyama

Odawara 250

Special Rates available for JALT members.

AFTERNOON PROGRAMS (3:45 - 5:45)

	<u>Monday</u>	<u>Tuesday</u>
Hakone	English Through Songs	English through Songs
Pacific View	Language Education in Korea	Motivating Young Learners
Mountain View	Creativity in the Classroom	Creativity in the Classroom
Green	Teaching Spelling	Productive Pressure
Bear	ELT and Chinese Society	Language Proficiency Testing
Ivory	Cross- Cultural Communication	Discussion Skills and Models
Sky Lounge	Internation- alism in ESL	Telephone Work in the Classroom
Edmonton	Discussion Skills and Models	Storytelling

AFTERNOON PROGRAMS (3:45 - 5:45)

<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	
Language Education in China	English through Songs	Using Native Speakers	Hakone
Whole Language Approach to Reading I	Whole Language Approach to Reading II		Pacific View
Internationalism in ESL	Translation as a Process	Creativity in the Classroom	Mountain View
Productive Pressure	Productive Pressure	Teaching Spelling	Green
Language Proficiency Testing	ELT and Chinese Society		Bear
Discussion Skills and Models	Cross-Cultural Communication	Cross-Cultural Communication	Ivory
Telephone Work in the Classroom	Internationalism in ESL	Telephone Work in the Classroom	Sky Lounge
Storytelling	Teaching Spelling	Storytelling	Edmonton

EVENING PROGRAMS (7:00 - 8:30)

Monday

(Materials Display)

Hakone

Pacific  
View

Mountain  
View

Green

Bear

Ivory

Sky  
Lounge

Edmonton

Tuesday

"Activating"  
Ideas for  
Japanese Schools

Creating the  
Independent  
Learner

Conversation  
Management

A Survey of  
American  
Literature

Dialects of  
American  
English

Japan's  
Place in  
the World

Environmental  
Management

Getting to  
Know Alaska

EVENING PROGRAMS (7:00 - 8:30)

Wednesday

"Activating"  
Ideas for  
Japanese Schools

LIOJ Scholarship  
Presentation:  
Sachiko Ikeda

Conversation  
Management

High School  
Education  
in America

Dialects of  
American  
English

Teaching in our  
Technological  
World

What Should  
You Say

Thursday

LIOJ Scholarship  
Presentation:  
Yoshiko Ohtani

Creating the  
Independent  
Learner

A Survey of Ameri-  
can Literature

High School  
Education  
in America

Language  
Games

Teaching in our  
Technological  
World

Environmental  
Management

Getting to  
Know Alaska

Hakone

Pacific  
View

Mountain  
View

Green

Bear

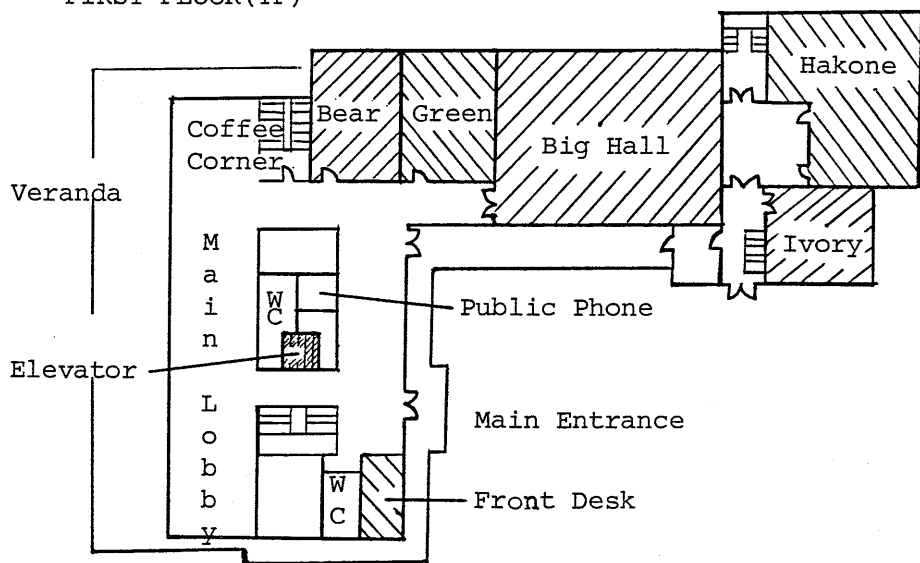
Ivory

Sky  
Lounge

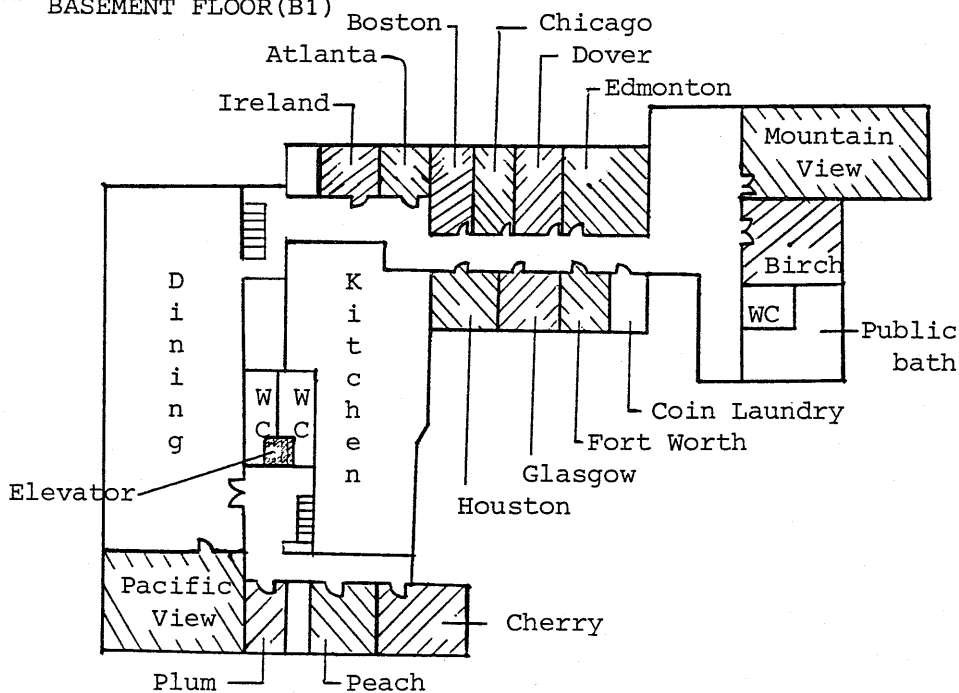
Edmonton

# ASIA CENTER MAP

## \*\*\* FIRST FLOOR (1F)



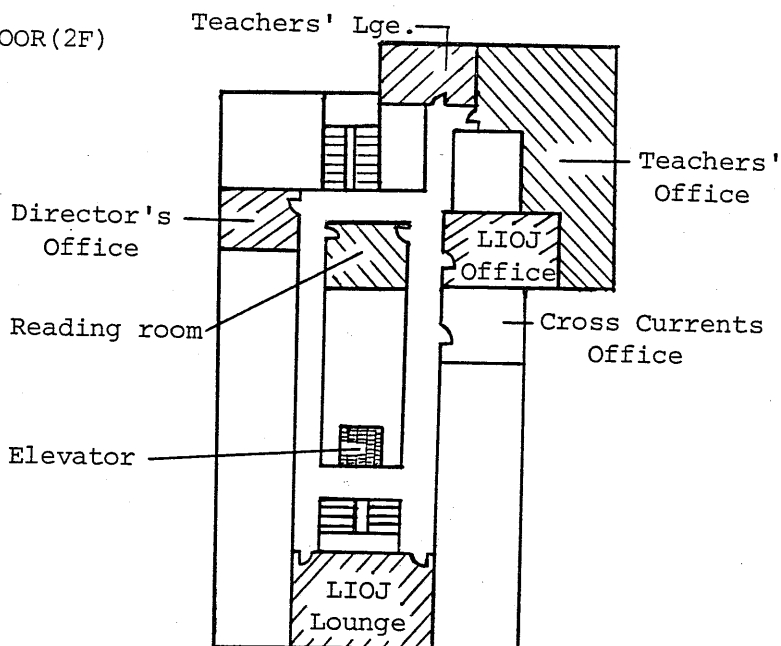
## \*\*\* BASEMENT FLOOR (B1)



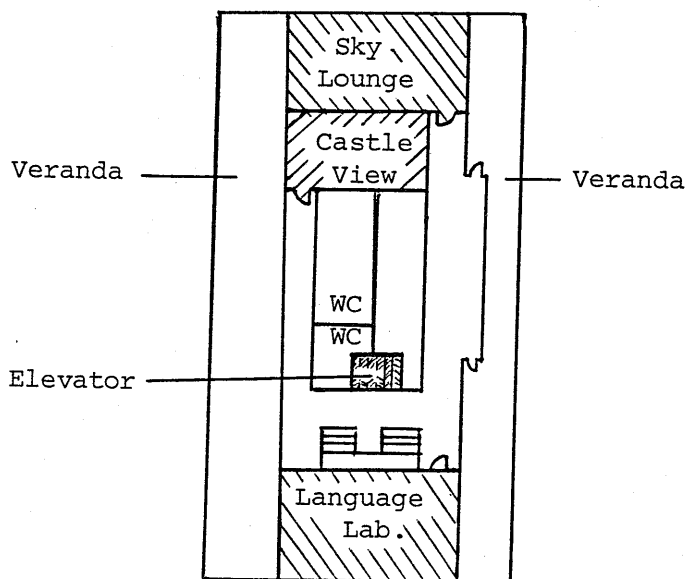


# ASIA CENTER MAP

## \*\*\*SECOND FLOOR (2F)



## \*\*\* FIFTH FLOOR (5F)







**LIOJ**

**LANGUAGE INSTITUTE OF JAPAN**

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