

TWENTY-FIRST ANNUAL
LIOJ
SUMMER WORKSHOP FOR
JAPANESE TEACHERS OF ENGLISH

AUGUST 13—18, 1989

LANGUAGE INSTITUTE OF JAPAN

ASIA CENTER
ODAWARA, JAPAN

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To the Participants,

It is my pleasure and honor to launch the 21st LIOJ annual Summer Workshop for Teachers of English. Since the inception of the institute, the Teachers' Workshop has always been the highlight of its activities. It is an opportunity to meet with our Japanese 'colleagues' and exchange our views and experiences in our common trade, as well as to 'compare notes' on the problems and complexities involved in cross-cultural communication.

Clearly Japan's interaction with the outside world is becoming wider and more extensive every year, as the steadily increasing portion of its economic activities, be it production, trade or finance, is transferred out of Japan. Though inevitably bringing about conflicts and discord, this will yet provide Japan with the most effective impetus to make it truly a part of the world. Without doubt, the language teachers hold an important key to this aspect by giving the nation a principal vehicle of international understanding.

It is gratifying that we are able once again to have teachers from Thailand, Korea and China as participants in this year's program. Similarly, it is fortunate that, during the past year or two, we have been able to welcome Indians, Filipinos, and Australians onto the faculty at LIOJ. It is quite timely because LIOJ would surely be called upon in the future not only to facilitate the U.S.-Japan dialogue, but also multilateral cultural interaction, embracing all the Pacific Rim countries.

We are grateful for the distinguished lecturers who came virtually from around the world. Their input will surely be appreciated by all. Last but not least, I would like to thank the director and the fine staff of the institute who, with tireless endeavor, helped to put the workshop together.

Masahide Shibusawa
Director, MRA Foundation

Dear Colleagues,

Welcome to LIOJ's 21st Annual Summer Workshop for Japanese Teachers of English. The year since our special anniversary workshop last year has passed very quickly, and we are looking forward to another exciting week exchanging ideas with many people from here in Japan and around the world.

We are again very fortunate this year to have as our guests some of the best-known presenters in the field of language teaching. As we gain insight from them in presentations, we also await the chance to talk informally with them about our ideas, and problems and challenges in our own teaching situations.

Our international guests make up a very diverse group, this year coming from Thailand, The Philippines, Hong Kong, The People's Republic of China, Australia, Korea, and the United Kingdom. As teachers, we will have many different approaches and different perspectives from many cultures. At the same time, we will find that as teachers of English we have much in common even across that broad spectrum of cultural diversity.

And, as always, we look forward to learning from you, the participants in the workshop. You are the teachers who determine whether interesting-sounding theories actually have practical use in your own teaching situations.

I would like to thank the LIOJ faculty, whose energy and enthusiasm make this workshop and all LIOJ's programs special. I would also like to offer a very special thanks to the LIOJ office Staff, who are always there behind the scenes, not receiving much attention, but always watching the details and lending their cheerful support.

Let's enjoy an eventful and educational week!

Bob Ruud
Director, LIOJ

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Sunday, August 13

11:00 Opening Assembly, in Big Hall. Introductions by:
Dr. Sumako Kimizuka, Workshop Founder
Bob Ruud, LIOJ Director

Group Picture

12:00 Lunch

1:00 - 1:45 Keynote Speech: 21 Years of LIOJ

by Mr. Masahide Shibusawa
Director of the MRA Foundation of Japan

2:00 - 2:30 Workshop Orientation, in Big Hall

2:30 - 4:15 Presentations:

- I: Teaching of Writing: Paragraph Development**
by David Ma, in Mountain View (see page 14)
- I: Small is Beautiful: Working with Short Texts**
by Alan Maley, in Pacific View (see page 14)
- I: Exploring the Promise of Team Teaching**
by Don Maybin, in H32 (see page 15)
- I: The Challenge of Conversational Competence**
by Robert O'Neill, H33 (see page 15)
- I: Creative Listening and Speaking Exercises**
by Carol Rinnert, H22 (see page 17)
- 28. Learning How to Learn**
by Denley Pike, in H23 (see page 34)

5:00 - 6:00 Special Activities Planning, in Big Hall

6:00 - 7:00 Dinner

7:00 - 7:30 Language Class Orientation, in Classrooms

7:45 - 9:00 Welcome Party, in Hakone

Special Notes and Explanations

Language Study Classes: These classes are primarily for participants to brush up their English skills, and secondarily for them to experience teaching techniques from the perspective of the student. There will be Regular Language Classes and Special Focus Classes. See page 6.

Special Interest Groups: On Sunday night from 5:00 pm there will be a planning session for Wednesday's Special Activities. On Wednesday afternoon starting at 1:00 and lasting possibly until 3:30, participants will have a choice of attending a discussion with other participants on an issue of their choosing, or getting out and visiting some of the nearby sites. Possibilities might include discussing team teaching, singing, watching a movie, going to Odawara castle, sports, etc. No language classes will be held at this time.

Special Programs: "Magic" Mike Kleindl will be offering four magic shows throughout the week. Participants can sign up for them in the same way as for presentations. We will also have a special performance of Kyogen (a form of Japanese drama) in English by Japan's best-known foreign performer, Don Kenny. This program will be on Wednesday night at 8:15 in Big Hall. For more information on these programs, see pages 39-40.

Materials Display: Monday evening in Big Hall there will be a number of publishers on hand to exhibit their materials and answer questions about them. At eight o'clock there will be a **lottery** for materials donated by participating publishers. Coffee and tea will be served.

If you have original materials you would like to display, please see the LIOJ office staff.

Please remember: English Only!

Language Class Descriptions

The LIOJ Summer Workshop this year will again offer two kinds of language courses: "Regular" language classes and "Special Focus" classes. Classes have been filled on a first-come, first-served basis, and every effort has been made to enroll participants in the class of their choice.

Regular Language Classes include participants at all levels of English language proficiency grouped according to level: 1, 2, 3, and 4. These classes will cover a wide variety of English language skill areas and ESL techniques.

<u>Class</u>	<u>Teacher</u>	<u>Room</u>
A	Jovi Tumao	Ivory (H1F)
B	Chris Quinsee	H32 (H3F)
C	Susan Murley	Pacific View (B1)
D	Carl Watts	Sky Lounge (5F)

Special Focus Classes

Explanation Strategies

Teacher: Curtis Chapman

Room: H33 (H3F)

The goal in this class is to develop students' ability to describe and explain objects and ideas in English. Five aspects of description and explanation will be presented: Classification, Purpose, Comparison/Contrast, Material, and Structure. Learn how to share your personal interests and your knowledge of Japanese culture with English speakers in an interesting, informative way.

Creativity in Large Classes

Teacher: Raj Bose

Room: H31 (H3F)

Especially designed for fresh or relatively new teachers of English, this class will focus on the problems faced by language teachers teaching large classes, and the ways in which communicative practices can be introduced into the classroom. Emphasis will be put on trying out new methods of teaching in large classes, as well as creating a positive and dynamic environment in the classroom to make it a rewarding experience for both the teacher and the students.

Drama

Teachers: E. King/S. Arbogast Room: Mountain View (HB1)
Using drama in the classroom can provide contexts in which to practice using language meaningfully and appropriately. Drama activities help to increase confidence and comfort in expressing one's ideas and feelings in English, and help to focus on the importance of intonation and non-verbal language in conveying the right meaning. A variety of drama exercises will be introduced throughout the week, many of which will be based on the ideas of Alan Maley, who is a special presenter at the workshop this year. If participants wish, the session will culminate with the presentation of one or more original short plays at the end of the workshop.

Guided Design -- Team Teaching Publication Project

Teacher: Maureen Pilon Room: H22 (H2F)
Participants in this class will experience the "guided design" approach to project work conducted in English. The week's goal will be to develop and produce a brochure on the "Do's and Don't's of Team Teaching." Participants will conduct interviews with other Workshop participants and guest lecturers, and utilize their own experiences as they work together to create a brochure that will be published and distributed to other LIOJ Summer Workshop participants on the last day. Communication skills will include interviewing, problem-solving, and writing for publication.

Discussing Social Issues - Environment and Education

Teacher: Linda Gallo Room: Green (1F)
This focus class will concentrate on two social issues: environmental issues and educational problems. Both of these issues cover a broad area and are rather complex. Therefore, the participants will discuss what aspects of these issues to discuss on the first day of class. The first half of the week will be spent discussing the first issue and the final part of the week the other issue. Through the discussions the participants will be able to share some of their personal opinions, and develop their communicative skills by building their vocabulary and use of sentence structure.

Creative Writing: Short Short Stories

Teacher: Kim Edwards

Room: Bear (1F)

This course is designed to be an intensive study of the short story in general, and the short short story in particular. Students will read a variety of stories by authors from many countries and time periods, focusing on techniques the authors used to create meaningful, evocative fiction. Students will approach writing through a variety of exercises designed to stimulate the imagination, and will learn classroom writing techniques to use with their own students. The goal of the class will be for each student to produce a short short story, 2-5 pages in length, and to have the opportunity to read their work to an audience.

Expository Writing

Teacher: Tom Clayton

Room: H21 (H2F)

The focus of this class will be the Personal Persuasive Essay. We will read a variety of essayists, among them George Orwell and E.B. White, and will discuss methods in which personal experience can be used persuasively. Members of the class will produce a personal persuasive essay which will be written during class time. The writing will be done as a process: ideas will become finished form through much teacher and peer response and many revisions. Students will have the opportunity to read their essays before an audience at the end of the week.

Disney Movies

Teacher: Bob Ruud

Room: H23 (H2F)

This class will watch and discuss two classic movies from Walt Disney Productions: "Cinderella" and "Robin Hood". Participants will do various exercises for comprehension, and will discuss the movies as entertainment and cultural illustrations, and therefore as potential sources of teaching material for young (or not so young!) Japanese students.

Monday, August 14

8:30 - 10:15 Presentations:

II: Teaching of Writing: Paragraph Development
by David Ma, in Mountain View (see page 14)

II: Small is Beautiful: Working with Short Texts
by Alan Maley, in Hakone (see page 14)

II: Exploring the Promise of Team Teaching
by Don Maybin, in H32 (see page 15)

II: The Challenge of Conversational Competence
by Robert O'Neill, H33 (see page 15)

II: Creative Listening and Speaking Exercises
by Carol Rinnert, H22 (see page 17)

29. The Place of Culture
by Denley Pike, in Green (see page 34)

10:30 - 12:00/12:15 Language Classes (see pages 6-8)

12:00/12:15 - 1:00/1:15 Lunch

1:00/1:15 - 2:45 Language Classes (see pages 6-8)

3:45 - 5:45 Afternoon Presentations (see page 18)

5:50 Dinner

7:00 - 9:00 Publishers' Display, in Big Hall (see page 5)

Tuesday, August 15

8:30 - 10:15 Presentations:

I: Teaching of Writing: Paragraph Development
by David Ma, Mountain View (see page 14)

I: Creative Listening and Speaking Exercises
by Carol Rinnert, in H22 (see page 17)

**I: The Triple Aspect: Three Essential Processes
in Language Learning**
by Robert O'Neill, in Pacific View (see page 16)

28. Learning How to Learn
by Denley Pike, in H23 (see page 34)

**7. Cross-Cultural Awareness: Suitable and
Unsuitable Questions**
by Roger Davies, in Hakone (see page 25)

**17. Factors for the Success of International
Students at American Universities**
by Sumako Kimizuka, in H32 (see page 29)

10. The Seattle Simulation as Guided Design
by Eric Herbel, in H33 (see page 26)

10:30 - 12:00/12:15 Language Classes

12:00/12:15 - 1:00/1:15 Lunch

1:00/1:15 - 2:45 Language Classes

3:45 -5:45 Afternoon Presentations (see page 19)

5:50 Dinner

7:00 - 8:00/8:30/9:00 Evening Presentations (see page 19)

Wednesday, August 16

8:30 - 10:15 Presentations:

I: Small is Beautiful: Working with Short Texts
by Alan Maley, in Hakone (see page 14)

I: Exploring the Promise of Team Teaching
by Don Maybin, in H32 (see page 15)

**II: The Triple Aspect: Three Essential
Processes in Language Learning**, by Robert
O'Neill, in Pacific View (see page 16)

II: Teaching of Writing: Paragraph Development
by David Ma, in Mountain View (see page 14)

II: Creative Listening and Speaking Exercises
by Carol Rinnert, in H22 (see page 17)

21. Activities to Involve and Motivate Students
by Warrick Liang, in H23 (see page 31)

10:30 - 12:00/12:15 Language Classes

12:00/12:15 - 1:00/1:15 Lunch

1:00/1:15 - 2:45 Special Interest Groups (see page 5)

3:45 -5:45 Afternoon Presentations (see page 20)

5:50 Dinner

7:00 - 8:00 Evening Presentations (see page 20)

8:15 **Kyogen in English**, by Don Kenny, in Big Hall
(see page 40)

Thursday, August 17

8:30 - 10:15 Presentations:

II: Small is Beautiful: Working with Short Texts
by Alan Maley, in Hakone (see page 14)

II: Exploring the Promise of Team Teaching
by Don Maybin, in H32 (see page 15)

I: The Challenge of Conversational Competence
by Robert O'Neill, in H22 (see page 15)

21. Activities to Involve and Motivate Students
by Warrick Liang, in H23 (see page 31)

29. The Place of Culture
by Denley Pike, in Green (see page 34)

10:30 - 12:00/12:15 Language Classes

12:00/12:15 - 1:00/1:15 Lunch

1:00/1:15 - 2:45 Language Classes

3:45 -5:45 Afternoon Presentations (see page 21)

5:50 Dinner

7:00 - 8:00/8:30/9:00 Evening Presentations (see page 21)

Friday, August 18

8:30 - 10:15 Presentations:

II: The Challenge of Conversational Competence
by Robert O'Neill, in H22 (see page 15)

7. Cross-Cultural Awareness: Suitable and Unsuitable Questions
by Roger Davies, in Hakone (see page 25)

17. Factors for the Success of International Students at American Universities
by Sumako Kimizuka, in H32 (see page 29)

10. The Seattle Simulation as Guided Design
by Eric Herbel, in H33 (see page 26)

28. Learning How to Learn
by Denley Pike, in H23 (see page 34)

14. Co-operative Learning: A Key to Successful Group Work
by Marisa Juguilon, in Mountain View (see page 28)

10:30 - 12:00/12:15 Language Classes

12:00/12:15 - 1:00/1:15 Lunch

1:00/1:15 - 2:45 Language Classes

3:45 -5:45 Afternoon Presentations (see page 22)

5:50 Dinner

6:45 **Special Address: Mr. Tatsuya Komatsu**
in Big Hall (see page 43)

7:45 Closing Ceremony, in Big Hall

8:45 Farewell Party, in Hakone

(Sunday 2:30 - 4:15, then 8:30 - 10:15 am Daily)

David Ma
Teaching of Writing: Paragraph Development

Part I

Length of Time: 1 hr 45 minutes Maximum #: 30
Offered 2 times: (Su/2:30, Tu/8:30) Room: Mountain View (HB1)

Part II

Length of Time: 1 hr 45 minutes Maximum #: 30
Offered 2 times: (M/8:30, W/8:30) Room: Mountain View (HB1)

Small is Beautiful: Working with Short Texts

Part I

Length of Time: 1 hr 45 minutes Maximum #: 30
Offered 2 times: (Su/2:30) Room: Pacific View (B1)
 (W/8:30) Room: Hakone (H1F)

Part II

Length of Time: 1 hr 45 minutes
Offered 2 times: (M, Th/8:30)

Maximum #: 30
Room: Hakone (H1F)

Don Maybin

Exploring the Promise of Team Teaching

Using materials developed on a team-teaching project carried out with the Language Institute of Japan and junior high schools in Odawara, the presenter will analyse the benefits, problems, and potential solutions of team-teaching arrangements which involve local and foreign English instructors working together in Japanese secondary schools. Special attention will be given to the roles of both teachers, including how to allow for the strengths of each when planning a lesson. Various types of example lessons will be demonstrated, followed by participants developing and teaching their own lesson plans based upon the models and guidelines provided. Those who attend will also be encouraged to describe their own team-teaching situations, including problems, in an effort to elicit creative solutions from the audience and presenter. Participants should return home with plenty of new ideas for their team or single teacher classrooms!

Part I

Length of Time: 1 hr 45 minutes
Offered 2 times: (Su/2:30, W/8:30)

Maximum #: 30
Room: H32 (H3F)

Part II

Length of Time: 1 hr 45 minutes
Offered 2 times: (M/8:30, Th/8:30)

Maximum #: 30
Room: H32 (H3F)

Robert O'Neill

The Challenge of Conversational Competence

The first purpose of this workshop is to explore the kinds of materials, techniques and processes that can help students to participate fairly naturally and spontaneously in everyday conversation. Examples of these materials and techniques will be taken from various sources, including some of Robert O'Neill's own publications such as "The Lost Secret" and "Third Dimension". The second purpose is to show how the "conversation lesson" - which is seen by some teachers and students as rather trivial - can provide intellectual stimulation at various levels and for various types of learners

as well as language enrichment. The third purpose is to discuss why so many students who attend "conversation classes" for years and even longer are at the end so often unable to ask appropriate questions in a conversation or to respond naturally when they themselves are asked questions. In other words, why do conversation lessons so often fail when they should succeed?

Part I

Length of Time: 1 hr 45 minutes

Offered 2 times: (Su/2:30)

(Th/8:30)

Maximum #: 30

Room: H33 (H3F)

Room: H22 (H2F)

Part II

Length of Time: 1 hr 45 minutes

Offered 2 times: (M/8:30)

(F/8:30)

Maximum #: 30

Room: H33 (H3F)

Room: H22 (H2F)

Robert O'Neill

The Triple Aspect: Three Essential Processes in Language Learning

This presentation examines the three central processes of language learning: Comprehension, Internalisation, and Mobilisation. There will be demonstrations of practical methods and strategies which teachers can use with different levels of learners, such as using "bottom-up" vs. "top-down" comprehension exercises, using images to help learners internalise rules of language use and usage, and the importance of "seedtime".

Part I

Length of Time: 1 hr 45 minutes

Offered 1 time: (Tu/8:30)

Maximum #: 30

Room: Pacific View (B1)

Part II

Length of Time: 1 hr 45 minutes

Offered 1 time: (W/8:30)

Maximum #: 30

Room: Pacific View (B1)

Carol Rinnert

Creative Listening and Speaking Exercises to Motivate Students

In order to build Japanese students' confidence and ability to function orally in English, teachers need to use English in the classroom, get students involved and encourage risk-taking. Creative exercises to achieve these ends will be presented, including tape, video, pair and group work appropriate even for large classes of 50-70 students.

Part I

Length of Time: 1 hr 45 minutes
Offered 2 times: (Su/2:30, Tu/8:30)

Maximum #: 30
Room: H22 (H2F)

Part II

Length of Time: 1 hr 45 minutes
Offered 2 times: (M/8:30, W/8:30)

Maximum #: 30
Room: H22 (H2F)

Monday, August 14 -- Afternoon: 3:45 - 5:45

- 1. Team Teaching Techniques**
by Eric Arbogast, in H33
- 3. English Through Music**
by Joseph Astillero, in Mountain View
- 5. Just What the Doctor Ordered: Dr. Seuss for Elementary Learners,** by Paul Corrigan, in Pacific View
- 21. Activities to Involve and Motivate Students**
by Warrick Liang, in H23
- 26. A Discussion of Current Trends in U.S. Education**
by Jon Zorn and Arlen Madole, in H32
- 30. A Debate of Convenience: McDonald's vs. McSleep**
by Maureen Pilon, in Hakone

1-Hour Presentations Starting at 3:45

- 8. Explanary**
by Roger Davies and Eric Herbel, in H22
- 31. Balancing Act: Women in Families and Careers**
by Jane Prestebak, in Bear

1-Hour Show Starting at 5:00

- Magic Show**
by "Magic" Mike Kleindl, in Ivory (see page 39)

Evening: 7:00 - 9:00

Publishers' Display, in Big Hall

Tuesday, August 15 -- Afternoon: 3:45 - 5:45

1. **Team Teaching Techniques**, by Eric Arbogast, in H33
3. **English Through Music** by Joseph Astillero, Mountain View
5. **Just What the Doctor Ordered: Dr. Seuss for Elementary Learners**, by Paul Corrigan, in Pacific View
23. **Writing Pedagogy: Pre-writing Activities**
by David Ma, in Hakone
26. **A Discussion of Current Trends in U.S. Education** by Jon Zorn and Arlen Madole, in H32
27. **Routes to Writing**, by Don Maybin, in H22

1-Hour Presentations Starting at 3:45

35. **Can English Teaching Be of Help in Promoting International Understanding?**, by Iwao Sasada, in H23

1-Hour Show Starting at 5:00

Magic Show, by "Magic" Mike Kleindl, in Ivory (see page 39)

Evening: 7:00 - 8:30

9. **Team Teaching: Making It Work**
by Linda Gallo, in Mountain View
11. To be announced -- Myungsook Hwang, in Hakone
16. **Developing Component Skills into Communication Skills (Discussion)**, by Sumako Kimizuka, in Pacific View
18. **Teaching Academic Writing to University Students**
by Mike Kleindl, in H32
22. **Refugee Resettlement Education**
by Warrick Liang, in H23
32. **The Role of Video in the Communicative Language Classroom**, by Kanwipa Ridhiprasart, in Green
36. **Slum Visits: It's a Day-to-Day Struggle**
by Kinganok Sivatevintra, in H22
39. To be announced -- Xu Dongsheng, in H33

Wednesday, August 16 -- Afternoon: 3:45 - 5:45

- 13. Don't Stop the Music! More Songs in the EFL/ESL Class**, by Marisa Juguilon, in H32
- 37. Free Composition to Improve Students' Communicative Competence in Large Classes**
by Norihiko Takeuchi, in Pacific View

1-Hour Presentations Starting at 3:45

- 11.** To be announced, Myungsook Hwang, in Hakone
- 32. The Role of Video in the Communicative Classroom**
by Kanwipa Ridhiprasart, in Green
- 36. Slum Visits: It's a Day-to-Day Struggle**
by Kinganok Sivatevintra, in H22
- 38. It's Fun to Describe People**
by Nasrah Weadureh, in Mountain View

1-Hour Presentations Starting at 5:00

- 15. Listening and Speaking for Motivation**
by Shinichiro Kawabata, in Ivory
- 20.** To be announced, Don Hee Lee, in Sky Lounge
- 35. Can English Teaching Be of Help in Promoting International Understanding?**, by Iwao Sasada, in H23
- 39.** To be announced, Xu Dongsheng, in H33

Evening: 7:00 - 8:00

- 2. Speaking Intelligently on the Subject of Music**
by Eric Arbogast, in Green
- 4. Language Games**, by Joseph Astillero, in H33
- 6. Morality in American Fiction: A Look at Three Novels**, by Paul Corrigan, in H23
- 8. Explanary**, by Roger Davies and Eric Herbel, in H22
- 20.** To be announced -- Don Hee Lee, in Sky Lounge
- 33. A Look at Cultural Difference: Japan and the U.S.**
by Bob Ruud, in Pacific View
- Magic Show**, by "Magic" Mike Kleindl, in Ivory (see page 39)

8:15 Kyogen in English, by Don Kenny (Performance)
in Big Hall (see page 40)

Thursday, August 17 -- Afternoon: 3:45 - 5:45

5. **Just What the Doctor Ordered: Dr. Seuss for Elementary Learners**, by Paul Corrigan, in Pacific View
9. **Team Teaching: Making It Work**, by Linda Gallo, in H33
12. **Youth and Adult Language Education at the Philippine Refugee Processing Center**
by Marisa Juguilon, in Green
23. **Writing Pedagogy: Pre-writing Activities**
by David Ma, in Hakone
25. **Watercolor Landscape**, by Arlen Madole, in Sky Lounge
40. **Lesson Design for Spoken English**, by Jon Zorn, in H23

1-Hour Presentations Starting at 3:45

8. **Explanary**, by Roger Davies and Eric Herbel, in H22
31. **Balancing Act: Women in Families and Careers**
by Jane Prestebak, in H32

1-Hour Presentations Starting at 3:45

15. **Listening and Speaking for Motivation**
by Shinichiro Kawabata, in Ivory
38. **It's Fun to Describe People**
by Nasrah Weadureh, in Mountain View

Evening: 7:00 - 8:30

2. **Speaking Intelligently on the Subject of Music**
by Eric Arbogast, in Green
4. **Language Games**, by Joseph Astillero, in H33
14. **Cooperative Learning: A Key to Successful Group Work**,
by Marisa Juguilon, in Mountain View
19. **Understanding Poetry**, by Mike Kleindl, in H22
24. **Project Write**, by Arlen Madole, in Pacific View
30. **A Debate of Convenience: McDonald's vs. McSleep**
by Maureen Pilon, in Hakone
34. **Not in Kansas: How U.S. and Japanese Managers Manage**,
by Bob Ruud, in H32
40. **Lesson Design for Spoken English**, by Jon Zorn, in H23

Friday, August 18 -- 3:45 - 5:45

- 1. Team Teaching Techniques**, by Eric Arbogast, in H33
 - 3. English Through Music**
by Joseph Astillero, in Mountain View
 - 6. Morality in American Fiction: A Look at Three Novels**, by Paul Corrigan, in H23
 - 13. Don't Stop the Music! More Songs in the EFL/ESL Class**
by Marisa Juguilon, in H32
 - 25. Watercolor Landscape**, by Arlen Madole, in Sky Lounge
 - 27. Routes to Writing**, by Don Maybin, in H22
 - 37. Free Composition to Improve Students' Communicative Competence in Large Classes**
by Norihiko Takeuchi, in Pacific View
 - 40. Lesson Design for Spoken English**, by Jon Zorn, in Green
- 1-Hour Show Starting at 3:45
Magic Show, by "Magic" Mike Kleindl, in Ivory (see page 39)

Presentation Descriptions (other than Series)

Presentations are listed below in alphabetical order by presenter. The **title** of the presentation is followed by the presenter's **name(s)**, the length of time of the presentation, the maximum number of participants, the number of times the presentation will be offered, the day(s) during which the presentation will be offered, and the room and floor where the presentation will be held.

1. Team Teaching Techniques

Presenters: **Eric Arbogast and Fumiko Higuchi**

Length of Time: 1.5 hr

Maximum #: 20

Offered 3 times (M, Tu, F / Aft.)

Room: H33 (H3F)

The presenters will introduce some lessons used successfully in the junior high school where they team teach. The presentation will focus on how and why these lessons are successful, and will include a mock lesson where the workshop participants act as students. The responsibilities of both teachers in the classroom will also be considered.

2. Speaking Intelligently on the Subject of Music

Presenter: **Eric Arbogast**

Length of Time: 1.5 hr

Maximum #: 20

Offered 2 times (W, Th / Eve.)

Room: Green (1F)

Have you ever wondered how to accurately and intelligently describe in words the music that you hear? The presenter, using music ranging from contemporary to baroque, will introduce the vocabulary needed when talking on the subject of music, and will give participants the opportunity to practice using it. By the end of the session, participants will also be able to distinguish differences between various periods of music.

3. English Through Music

Presenter: Joseph Astillero

Length of Time: 1.5 hr

Maximum #: 20

Offered 3 times (M, Tu, F / Aft.)

Room: Mountain View (HB1)

One of the most effective ways to teach a foreign language is through music. Students of any age group find this type of learning experience not only fun and relaxing but also not intimidating. This presentation will demonstrate different techniques in using songs for various class activities which include listening, grammar, vocabulary, and discussion.

4. Language Games

Presenter: Joseph Astillero

Length of Time: 1 hr

Maximum #: 20

Offered 2 times (W, Th / Eve.)

Room: H33 (H3F)

Getting junior high school and high school students interested in learning English can sometimes be a difficult task. It is then the aim of this presentation to show a variety of games that will assist the teacher in motivating students to practice their language skills while at the same time maximizing their participation in class activities.

5. Just What the Doctor Ordered: Dr. Seuss Books for Elementary Learners

Presenter: Paul Corrigan

Length of Time: 1.5 hr

Maximum #: 20

Offered 3 times (M, Tu, Th / Aft.)

Room: Pacific View (B1)

Dr. Seuss books can be a valuable resource for elementary learners of English. The nonsensical nature of the books keeps the interest of both younger and older beginning students of English. Rhyming words are easier to remember, so students can more easily increase their vocabulary. The sentences in the books are simple in structure in the beginning but develop into more complex forms. The rhythm of the sentences mimics the rhythm of spoken English. This presentation will look at several Dr. Seuss books and their value for beginning students of English.

6. Morality in American Fiction: A look at three novels

Presenter: Paul Corrigan

Length of Time: 1.5 hr

Offered 2 times (W / Eve. F / Aft.)

Maximum #: 20

Room: H23 (H2F)

In the three novels that I will discuss - *Huckleberry Finn* by Mark Twain, *The Great Gatsby* by F. Scott Fitzgerald, and *Another Roadside Attraction* by Tom Robbins - I will illustrate that each author depicts moral behavior as behavior characterized by (1) an internal questioning of the existing social or religious moral order by the individual, (2) the individual's rejection of that moral order, and (3) the adoption of a new moral cosmology by the individual that is a synthesis of his own questioning of the status quo and the reaction of the forces of the status quo to the individual's rejection of the existing order.

7. Cross-Cultural Awareness: Suitable and Unsuitable Questions

Presenter: Roger Davies

Length of Time: 1 hr 45 minutes

Offered 2 times (Tu, F / Morn.)

Maximum #: 20

Room: Hakone (H1F)

This workshop will provide participants with an opportunity to become more aware of a variety of important cultural factors in asking questions in English conversation. They will have to take into account the distinction between tourists and foreign residents in Japan, as well as deciding whether certain types of questions are suitable or not for light conversation. Participants will put into practice the language of agreeing and disagreeing and expressing their opinions in small groups before coming to a consensus.

8. Explanatory

Presenters: Roger Davies and Eric Herbel

Length of Time: 1.5 hr

Maximum #: 20

Offered 3 times (M / Aft. W / Eve. Th / Aft.) Room: H22 (H2F)

Explanatory is a short, fast-paced, competitive game for the ESL classroom. It builds lexical fluency and helps students put into practice a variety of explanation strategies essential for effective communication. Explanatory is used to teach new vocabulary items, review words that have been presented earlier in class, and to encourage the use of the language of explanation. Participants in this workshop will try Explanatory for themselves and then get advice on adapting the game to their various teaching needs.

9. Team Teaching : Making It Work

Presenter: Linda Gallo

Length of Time: 1.5 hr

Maximum #: 20

Offered 2 times (Tu / Eve.)

Room: Mountain View (HB1)

(Th / Aft.)

Room: H33 (H3F)

This presentation will focus on discussing different Team Teaching issues experienced both by the presenter and the participants. It will be a time to share ideas and experiences, both good and bad, and hopefully come away from the presentation with some new ideas to work on in the fall.

10. The Seattle Simulation as Guided Design

Presenter: Eric Herbel

Length of Time: 1 hr 45 minutes

Maximum #: 20

Offered 2 times (Tu, F / Morn.)

Room: H33 (H3F)

This workshop will familiarize participants with the technique of guided design using the Seattle Simulation as a specific example. Guided design poses an open-ended problem for students and provides the specific language they need to solve that problem. The simulation includes practice with hotels, restaurants and other aspects of staying in an American city. Participants will experience the simulation, and then brainstorm to create guided design projects for their own individual teaching needs.

(8.) Explanary

Presenter: Eric Herbel and Roger Davies

Length of Time: 1.5 hr

Maximum #: 20

Offered 3 times (M / Aft. W /Eve. Th / Aft.) Room: H22 (H2F)

Explanary is a short, fast-paced, competitive game for the ESL classroom. It builds lexical fluency and helps students put into practice a variety of explanation strategies essential for effective communication. Explanary is used to teach new vocabulary items, review words that have been presented earlier in class, and to encourage the use of the language of explanation. Participants in this workshop will try Explanary for themselves and then get advice on adapting the game to their various teaching needs.

(1.) Team Teaching Techniques

Presenter: Fumiko Higuchi and Eric Arbogast

Length of Time: 1.5 hr

Maximum #: 20

Offered 3 times (M, Tu, F / Aft.)

Room: H33 (H3F)

The presenters will introduce some lessons used successfully in the junior high school where they team teach. The presentation will focus on how and why these lessons are successful, and will include a mock lesson where the workshop participants act as students. The responsibilities of both teachers in the classroom will also be considered.

11. To be announced

Presenter: Myungsook Hwang

Length of Time: 1 hr

Maximum #: 20

Offered 2 times (Tu / Eve. W / Aft.)

Room: Hakone (H1F)

12. Youth and Adult Language Education at the Philippine Refugee Processing Center

Presenter: Marisa Juguilon

Length of Time: 1.5 hr

Maximum #: 20

Offered 1 time (Th / Aft.)

Room: Green (1F)

This presentation will give an overview of the intensive language instruction program for U.S.-bound youth and adult refugees conducted at the refugee camp in Bataan, Philippines. A slide/video show will follow a brief introduction. Instructional materials will be displayed.

13. Don't Stop the Music! More Songs in the EFL/ESL Class

Presenter: Marisa Juguilon

Length of Time: 1.5 hr

Offered 2 times (W, F / Aft.)

Maximum #: 20

Room: H32 (H3F)

Song-based lessons have always been popular. Students have fun tapping the linguistic and cultural content of songs. However, teachers sometimes find themselves bogged down with the cloze-type exercises commonly used to analyze songs. This session will explore a variety of techniques that can maximize the benefits of using songs in the classroom.

14. Co-operative Learning: A Key to Successful Group Work

Presenter: Marisa Juguilon

Length of Time: 1.5 hr

Offered 2 times (Th/Eve. F/Morn.)

Maximum #: 20

Room: Mountain View (HB1)

Common scene: Student 1 leads the discussion with occasional statements by student 2. Students 3 and 4, wishing the bell would ring soon, stare at the empty walls and ceiling. Oftentimes during group work the assertive few monopolize the activity while others wallow in discomfort. When the element of cooperation is absent, group work is doomed to fail. This presentation will discuss the pedagogical arguments for cooperative group work. It will also give strategies that ensure effective group interaction. Full audience participation in the activities is expected.

15. Listening and Speaking for Motivation

Presenter: Shinichiro Kawabata

Length of Time: 1 hr

Offered 2 times (W, Th / Aft.)

Maximum #: 20

Room: Ivory (H1F)

This presentation will be based on the presenter's own teaching mottoes:

1. Much emphasis ought to be put on communicative English.
2. English teaching for communication must include many various and enjoyable activities.
3. Students should be able to learn in a more relaxed and amused way.

I will discuss and show how I have put these mottoes into practice in the beautiful but in some ways disadvantaged surroundings of Okinoerabu Senior High School on Okinoerabu Island.

16. Developing Component Skills into Communication Skills, as a Basis for Comprehensive Reading and Creative Writing

Presenter: Sumako Kimizuka

Length of Time: 1.5 hr

Offered 1 time (Tu / Eve.)

Maximum #: 20

Room: Pacific View (B1)

This informal discussion session will concentrate on applying knowledge of discrete points to general discourse, especially writing. Dr. Kimizuka will lead a focused discussion of practical techniques for actual use in the classroom.

17. Relative Advantages and Disadvantages of Linguistic, Cultural, Attitudinal, and Temporal Factors for the Success of International Students at American Universities

Presenter: Sumako Kimizuka

Length of Time: 1 hr 45 minutes

Offered 2 times (Tu, F / Morn.)

Maximum #: 20

Room: H32 (H3F)

This research is based upon the questionnaire, "International Student Survey," conducted by Dr. Sumako Kimizuka and Dr. Mabel Hayes at the University of Southern California during the period of Fall, 1988 through summer, 1989. There are 3739 international students, enrolled at the university during this period, representing twenty countries. The main purpose of this study is to investigate and identify the relative advantages and disadvantages of students' dominant languages, cultures, personalities, as well as the various degrees of prior and current exposure to the target language (English) and culture (American). Suggestions to the instructors of English in Japan will be presented on the basis of the findings by this research.

18. Teaching Academic Writing to University Students

Presenter: Mike Kleindl

Length of Time: 1.5 hr

Offered 1 time (Tu / Eve.)

Maximum #: 20

Room: H32 (H3F)

This presentation will give practical advice on how to design and implement an academic writing program for first-year university students. Variations on traditional methods will be discussed, including: selecting a textbook; freewriting and journals; workshops and conferencing; using drafts; the "daily" edit; devising useful assignments; blind-grading procedures; and how and when to give feedback.

19. Understanding Poetry

Presenter: Mike Kleindl

Length of Time: 2 hr

Offered 1 time (Th / Eve.)

Maximum #: 20

Room: H22 (H2F)

Although most people think understanding poetry is difficult, it's not. Reading poetry is an excellent way to learn about another culture and at the same time improve foreign language skills. This presentation will offer tips and suggestions on how to better understand and enjoy reading poetry. Selections from various twentieth-century poets will be read and discussed.

20. To be announced

Presenter: Don Hee Lee

Length of Time: 1 hr

Offered 2 times (W / Aft. W / Eve.)

Maximum #: 20

Room: Sky Lounge (5F)

21. Activities to Involve and Motivate Students

Presenter: Warrick Liang

Length of Time: M/1.5 hr W,Th/1 hr 45 min.

Offered 3 times (M / Aft. W, Th / Morn.)

Maximum #: 20

Room: H23 (H2F)

Participants will be invited to become students of Thai and/or Cantonese in order to help demonstrate a variety of activities which encourage students to get up out of their seats and become actively involved in learning tasks.

22. Refugee Resettlement Education

Presenter: Warrick Liang

Length of Time: 2 hr

Offered 1 time (Tu / Eve.)

Maximum #: 20

Room: H23 (H2F)

This workshop will provide a brief overview of the situation of Indochinese refugees today. The presenter will also show slides of the Thai refugee camp he is currently working in and will describe a program which prepares refugees for resettlement in the U.S. Time permitting, a videotape will be shown which illustrates the background of the refugees and the challenges they must face in resettlement.

23. Writing Pedagogy: Pre-Writing Activities

Presenter: David Ma

Length of Time: 2 hr

Offered 2 times (Tu, Th / Aft.)

Maximum #: 20

Room: Hakone (H1F)

Basing an approach on classroom research carried out in a secondary school by a group of in-service training teachers in Hong Kong, the presenter will establish a relationship between instruction and composition writing.

24. Project Write

Presenter: Arlen Madole

Length of Time: 2 hr

Offered 1 time (Th / Eve.)

Maximum #: 20

Room: Pacific View (B1)

All students have important and interesting things to say, if they are provided proper encouragement and the proper vehicle. They should be guided to organize, express and share ideas and feelings through writing. Techniques will be suggested in this presentation to help students become independent and self-initiating creative writers who express their ideas creatively.

25. Watercolor Landscape

Presenter: Arlen Madole

Length of Time: 1.5 hr

Offered 2 times (Th, F / Aft.)

Maximum #: 20

Room: Sky Lounge (5F)

Reproducing landscapes of an artist's travels is a constant reminder of many interesting and beautiful experiences. It has a language of its own, a visual language, that needs no interpretation. It is the intent of this presentation to convey the pleasure of painting with some basic techniques in what many consider a difficult medium.

26. A Discussion of Current Trends in American Education

Presenters: Arlen Madole and Jon Zorn

Length of Time: 1.5 hr

Offered 2 times (M, Tu / Aft.)

Maximum #: 20

Room: H32 (H3F)

American Schools face many problems that are relatively unfamiliar to Japan, and have thus been forced to continually consider new theories and practices in education. Participants in this seminar will discuss some current trends in American education and their applicability to Japanese schools.

27. Routes to Writing

Presenter: Don Maybin

Length of Time: 2 hr

Offered 2 times (Tu, F / Aft.)

Maximum #: 20

Room: H22 (H2F)

The presenter will demonstrate a variety of stimulating ideas for use when getting students to write. They include listening, speaking, and reading-based approaches with such techniques as 'macro' dictations, sequencing jigsaws, and more. The ideas have been tested with large classes of university students; however, they are adaptable and the audience will be encouraged to share their own ideas and application. This is a lively, practical presentation and full participation is expected from those who attend.

28. Learning How to Learn

Presenter: Denley Pike

Length of Time: Su/2 hr Tu, F/ 1 hr 45 min.

Offered 3 times (Su / Aft. Tu, F / Morn.)

Maximum #: 20

Room: H23 (H2F)

Becoming good at a language does not happen by accident or osmosis. It requires motivation and the development of many skills like observation, prediction, memory, thinking quickly in English, etc. to support the growth of language competence. This workshop will present a variety of activities and strategies to give students reasons to use English and to develop self-confidence and a framework of skills to make learning English enjoyable and rewarding.

29. The Place of Culture

Presenter: Denley Pike

Length of Time: 1 hr 45 minutes

Offered 2 times (M, Th / Morn.)

Maximum #: 20

Room: Green (1F)

This workshop will present ways of incorporating cultural material quite naturally in lessons so that the interest factors and information gaps can be capitalized on to generate more

learning. The presenter will suggest ways of overcoming cultural stereotypes and the assumption on the part of many students that there is a right answer in each language situation. Through such activities students can develop their language survival skills and increase cross-cultural awareness.

30. A Debate of Convenience: McDonald's vs. McSleep

Presenter: Maureen Pilon

Length of Time: 2 hr

Maximum #: 20

Offered 2 times (M / Aft. Th / Eve.)

Room: Hakone (H1F)

This presentation will be conducted as an actual class with a fun, competitive atmosphere. Using a modified debate model, participants will sharpen their English skills by participating in a debate and judging for themselves the effectiveness of this communicative approach for practicing the language to persuasively express opinions and to agree and disagree.

31. Balancing Act: Women in Families and Careers

Presenter: Jane Prestebak

Length of Time: 1 hr

Maximum #: 20

Offered 2 times (M / Aft.)

Room: Bear (1F)

(Th / Aft.)

Room: H32 (H3F)

This presentation and discussion will address universal and cultural issues in women's choosing to raise a family, pursue a career, or both. The presenter changed roles from career in America to full-time mother in Japan, and will use some of her own experiences to start the discussion.

32. The Role of Video in the Communicative Language Classroom

Presenter: Kanwipa Ridhiprasart

Length of Time: 1.5 hr

Offered 2 times (Tu / Eve. W / Aft.)

Maximum #: 20

Room: Green (1F)

In this presentation, Ms. Ridhiprasart will discuss the role of video not only in presenting, but also in analyzing, language in communication in the classroom. Participants will be actively involved in the discussion. There will also be a demonstration of video materials the presenter has used successfully with university students.

33. A Look at Cultural Difference: Japan and the U.S.

Presenter: Bob Ruud

Length of Time: 1 hr

Offered 1 time (W / Eve.)

Maximum #: 20

Room: Pacific (B1)

This lecture will focus on basic principles of American and Japanese cultures. Using these principles as a base, we will analyze and propose solutions or courses of action for problems in cross-cultural work situations.

34. Not in Kansas: How U.S. and Japanese Managers Manage

Presenter: Bob Ruud

Length of Time: 1 hr

Offered 1 time (Th / Eve.)

Maximum #: 20

Room: H32 (H3F)

This seminar will focus on some principles and techniques of management in Japan and the United States. Whether we are in business or education, we all manage and are managed by other people. Participants will discuss their approaches to management and their observations of people who manage them. The goal of the discussion is to learn what to expect and what not to expect from managers or subordinates in other cultures, and to develop an effective approach to managing or being managed by people from other cultures.

35. Can English Teaching be of Help in Promoting International Understanding?

Presenter: Iwao Sasada

Length of Time: 1 hr

Offered 2 times (Tu, W / Aft.)

Maximum #: 20

Room: H23 (H2F)

By raising some questions on the relationships between English teaching and international understanding, I would like to try to clarify objectives for English teaching in the context of public school education and seek ways to contribute to the promotion of international understanding. This presentation will include arriving at working definitions of key terms such as "international understanding", suggesting some ways to cultivate "international-mindedness" through the teaching of English, and some thoughts on promoting international understanding through the network of teachers of English all over the world.

36. Slum Visits: It's a Day-to-Day Struggle

Presenter: Ms. Kinganok Sivatevintra

Length of Time: 1 hr

Offered 2 times (Tu / Eve W / Aft.)

Maximum #: 20

Room: H22 (H2F)

The future economic advancement of Thailand depends on the development of their human resources through a massive expansion of educational opportunity. However, current conventional educational systems are unlikely to be able to provide the expansion of education on the scale needed. This paper describes a new method of bringing education to an ever-increasing number of neglected slum children, a social phenomenon.

**37. Free Composition to Improve Students'
Communicative Competence in Large Classes**

Presenter: Norihiko Takeuchi

Length of Time: 1.5 hr

Offered 2 times (W, F / Aft.)

Maximum #: 20

Room: Pacific View (B1)

This presentation deals with free composition and its evaluation in teaching English. In general, what we do in class is translate Japanese sentences into English. Eventually, we are inclined to find fault with students' mistakes in translating, by which we make them prepare for entrance examinations. My suggestion is to make them write freely on certain topics, such as sports, music, nature, and so forth, limiting the time to ten minutes. Then we need to evaluate the essays according to the amount, vocabulary, structure, and content so that we can find out more about students' communicative ability in English. I will show examples from classes that indicate that this method has not a little effect on the improvement of communicative ability.

38. It's Fun to Describe People

Presenter: Nasrah Weadureh

Length of Time: 1 hr

Offered 2 times (W, Th / Aft.)

Maximum #: 20

Room: Mountain View (HB1)

The main purpose of this demonstration is to present teachers of English with an effective technique in teaching English based on the communicative approach to language teaching. The function of language to be presented is "Describing People". Planning of lessons which make description useful and enjoyable will be discussed, and will be followed by a demonstration of pair-work activities.

39. To be announced

Presenter: Xu Dongsheng

Length of Time: 1 hr

Offered 2 times (Tu / Eve. W / Aft.)

Maximum #: 20

Room: H33 (H3F)

40. Lesson Design for Spoken English

Presenter: Jon Zorn

Length of Time: 1.5 hr

**Offered 3 times (Th / Aft., Eve.)
(F / Aft.)**

Maximum #: 20

Room: H23 (H2F)

Room: Green (1F)

Teaching towards the goal of spoken English is a new challenge for many Japanese teachers of English. In this seminar, participants will design a complete lesson with spoken communication in English as the objective, using a format that is popular in American schools for its effectiveness.

(26.) A Discussion of Current Trends in American Education

Presenter: Jon Zorn and Arlen Madole

Length of Time: 1.5 hr

Offered 2 times (M, Tu / Aft.)

Maximum #: 20

Room: H32 (H3F)

American Schools face many problems that are relatively unfamiliar to Japan, and have thus been forced to continually consider new theories and practices in education. Participants in this seminar will discuss some current trends in American education and their applicability to Japanese schools.

Special Programs

Magic Show

by "Magic" Mike Kleindl

Mike's Magic Show has been an important part of LIOJ's programs since Mike first came to LIOJ as a teacher in 1981. He never ceases to amaze, defying the laws of physics, and making things appear out of nowhere, disappear into thin air, and reappear in the least expected places. And all the while, relating how, when he was just a boy, his grandfather taught him secret magic tricks, patronized Japanese companies, and maneuvered his picture onto rare coins. Mike's Magic Show is something you won't want to miss!

The Magic Show will be offered four times during the week, and will be attended on a sign-up basis only, just like presentations. The audience size will be limited, so everyone will have a good seat (but watch carefully -- your eyes can play tricks on you!). Each show is about one hour long.

<u>Day</u>	<u>Time</u>	<u>Room</u>	<u>Maximum Number</u>
Monday	5:00	Ivory (H1)	25
Tuesday	5:00	Ivory (H1)	25
Wednesday	7:00	Ivory (H1)	25
Friday	3:45	Ivory (H1)	25

Kyogen in English

by Don Kenny

Kyogen is the classical Japanese comic theatre form that, as a companion art to the Noh drama, has been passed down from father to son for the past six hundred years. Its contents are simple, basic human situations, while its movement and vocal patterns are complex, structured, and highly stylized. It deals with the subplot of everyday human relations. It reveals the way our natural, untrammelled selves would really prefer to react to everyday situations--the stream-of-consciousness fantasies that rage through our brains as we face the little unpleasanties demanded of us by sophisticated society--the world of the daydream. But just as in real life, bothersome reality never ceases to intrude into those daydreams.

Don Kenny and company will give a performance of Kyogen, and will explain some aspects of the performance and the art form. They will also take questions from the audience. Everyone is welcome.

Offered one time only on Wednesday, August 16 at 8:15 pm, in Big Hall.

Don Kenny was born in Manhattan, Kansas (U.S.A.) on June 15, 1936. He majored in music and philosophy at Philips University in Enid, Oklahoma, and was sent to Japan as a junior officer in the U.S. Navy in 1959. Since that time he has lived in Tokyo, where he majored in Japanese language at Sophia University and studied classical Japanese drama at Waseda University's graduate school under Professor Masakatsu Gunji. In 1964, he began studying the practical techniques of Kyogen with Mansaku Nomura. In 1975, he founded the Kenny and Ogawa Kyogen Players with Shichiro Ogawa for the presentation of Kyogen in English. Don Kenny also wrote *A guide to Kyogen* (Hinoki Shoten, Tokyo, 1968, fourth revised edition, 1989), and *The Book of Kyogen in English* (Dramabooks/Bapbooks, Tokyo, 1986).

OVERSEAS GUESTS

Ms. Hwang, Myungsook

Han Yang University, Seoul, Korea.

Ms. Marisa Juguilon

International Catholic Migration Commission (ICMC),
The Philippines

Dr. Sumako Kimizuka

University of Southern California, U.S.A.

Ms. Lee, Don Hee

Sook-Myung Girls High School, in Seoul, Korea

Mr. Warrick Liang

The Consortium (The School for International Training,
Save the Children, and World Education), Thailand

Mr. David Ma

Institute for Language in Education, Hong Kong

Mr. Alan Maley

The Bell Educational Trust, The United Kingdom

Mr. Robert O'Neill

Independent Author, The United Kingdom

Mr. Denley Pike

English Language Center of Australia, Thailand

Dr. Kanwipa Ridhiprasart

Chulalongkorn University Language Institute, Thailand

Ms. Kinganok Sivatevintra

University of the Thai Chamber of Commerce, Thailand

Ms. Nasrah Weadureh

LIOJ ThaiTESOL Scholarship Participant, M.A. Candidate at
Kasetsart University, Bangkok, Thailand

Mr. Xu, Dongsheng

Nanjing Teachers University, The People's
Republic of China

SPECIAL GUESTS FROM JAPAN

Mr. Mike Kleindl

International Christian University, Tokyo

Mr. Don Maybin

Kagawa University

Dr. Carol Rinnert

Hiroshima University

GUEST PERFORMER

Mr. Don Kenny

BAP Productions, Tokyo

SPECIAL GUEST SPEAKER

Mr. Tatsuya Komatsu

Simul International, Tokyo

Special Guests

Sumako Kimizuka is an Associate Professor and Chairman of the Department of East Asian Languages and Cultures at the University of Southern California. She was instrumental in starting LIOJ's annual Summer Workshop twenty-one years ago, and has been associated with it since then. She has published extensively, on teaching English as communication, and on teaching English to the Japanese in particular. She is also the author of the book, *Teaching English to the Japanese*.

Tatsuya Komatsu, the closing speaker, is President of Simul International, Inc., Executive Director of Simul Academy, and Director of Simul Press. After graduating from the Tokyo University of Foreign Studies, Mr. Komatsu was an interpreter with the Japan Productivity Center, and later a Staff Linguist with the U.S. Department of State. He has done simultaneous interpretation for many major international conferences, including the Japan Summit. He is actively involved in language education and international exchange, holding the post of Vice President of the Japan Association of Language Teachers, and Member of the Board of Directors of the Japan Convention Promotion Association. He is also well-known as the regular instructor on NHK's English Conversation II television program.

Masahide Shibusawa, the keynote speaker, is Director of the MRA Foundation, which, besides sponsoring the Language Institute of Japan, is engaged in exchange activities primarily with Southeast Asian countries. After graduating from Tokyo University, he participated in programs at Stanford University, Cornell University, and the Universitas Satya Wacana of Central Java. He was Visiting Fellow at the Royal Institute of International Affairs, London (1982-84), and Fulbright Scholar in Residence at the University of Alaska (1985-86). His publications include: *Bridge Over the Pacific*, *Southeast Asia Gazing at Japan*, *Manusia Dalam Kemulut Sejarah* (People at the Time of Crisis, translated from Indonesian), *Is Japan a Part of Asia?*, and *Japan and the Asian Pacific Region* (in English).

Guest Presenters

In alphabetical order:

Myungsook Hwang is a Professor of English Literature at Han Yang University, Department of English Education, in Seoul, Korea. She has been teaching both English and English Literature at Han Yang since graduating from Seoul National University in 1969. She is a Scholarship Participant.

Marisa Juguilon teaches ESL to Southeast Asian refugees for the International Catholic Migration Commission at the Refugee Processing Center (ICMC) in Bataan, Philippines. She gave a presentation entitled "Help! My Students Won't Talk!" at the 1988 JALT Conference. She is the first Scholarship Participant from ICMC and The Philippines.

Mike Kleindl has been an Instructor in the English Language Program at International Christian University for three years. Before that he taught for five years at the Language Institute of Japan. Together with his colleague, David Pickles, another former LIOJ teacher, he has written a textbook, *Real Business*, which will be published by Longman Publishers in 1990. He has also published poetry in many small magazines both in Japan and the United States. Mike is also a professional magician.

Don Hee Lee teaches at the same high school which she graduated from eighteen years ago: Sook-Myung Girls High School, in Seoul, Korea. She has a Masters of Education degree, with an emphasis in Teaching English, from Ewha Women's University. She was chosen as a Scholarship Participant through Ewha Women's University.

Warrick Liang taught EFL for several years in Japan before relocating to Thailand where he has been supervising teachers in a program which prepares Indochinese refugees for resettlement in the U.S. He is a Chinese-American, holds a B.A. from the University of California at Berkeley, and is a candidate for an M.A. in TESL from the School for International Training. Warrick is a former LIOJ teacher.

David Ma has been a school teacher and staff trainer (English Language) at the Correctional Services Department in Hong Kong. He was also a teacher trainer at the School of Education, Chinese University of Hong Kong. He is now involved in teacher education at the Institute of Language In Education in Kowloon, where his area of concentration is computer-assisted language learning for teachers.

Alan Maley graduated from Cambridge and Leeds Universities. For 25 years he worked for the British Council in Yugoslavia, Ghana, Italy, France, The People's Republic of China, and India. He is now Director-General of the Bell Educational Trust, Cambridge, U.K. He is also Chairman of International Association of Teachers of English as a Foreign Language. He has published many books for TEFL with Cambridge and Oxford University Press.

Don Maybin 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 fourteen years, nine of them in Japan at a variety of institutions, including junior colleges, state high schools and Mitsui Engineering and Shipbuilding Company. He is currently a teacher at Kagawa University. In addition, he conducts teacher training workshops for the Japan Association of Language Teachers (JALT) and does consulting work for Longman Publishers. His hobbies include cooking (and eating) spicy dishes, and going to movies.

Robert O'Neill is a native American who has spent almost all his working life outside the United States. He began teaching English as a foreign language in Germany in 1957, spent twelve years at the European Language and Education Centre in Bournemouth, England, where he was for several years the Director of Applied Research. Since that time he has taught and lectured in Spain, France, Turkey, Yugoslavia, Brazil, Greece, Japan and other countries. He is a well-known textbook writer (*Kernel, Interaction, Viewpoints, Fourth Dimension, Success At First Certificate*, etc.) and has also written the script and self-study book for the new BBC English by Radio and Television video *The Lost Secret*.

Denley Pike has been teaching for 17 years, 14 of them at high school and college level in Australia and the last 3 in Thailand. He has taught English at Thammasat, Business English and Report Writing at SASIN Graduate Institute of Business Administration and Speech Communication and Negotiation Skills Development in the MA Program of the University of the Thai Chamber of Commerce as well as running successful workshops in Personal Development, Cross-Cultural Communication, Technical Report Writing and Language Teaching Methodology for organizations like the Thai Ministry of Education and the International Labour Organization (ILO). Currently, Denley is Academic Director of the English Language Centre of Australia in Bangkok.

Jane Prestebak has B.A. degrees in English and History Education from Moorhead State University in Minnesota, and an M.A. in Library Science and Information Technology from the University of Denver. Until recently she was a librarian in a high school in her home state of Minnesota. She is married to Bob Ruud, and they have two children.

Kanwipa Ridhiprasart has been teaching Business Communication at Chulalongkorn University in Bangkok for more than six years. Her present work consists mainly of materials preparation and curriculum design for communication courses, including business writing, for graduate students. She is also the Head of the National Seminar Organizing Unit in Thailand. She also has a special interest in the use of video for interaction, feedback, and error correction.

Carol Rinnert teaches English and linguistics as an Associate Professor at Hiroshima University. She studied in California, France, and New York, where she earned her Ph.D. in linguistics. She has been teaching ESL/EFL since 1974 at universities in the U.S. and North Yemen, where she was a Fulbright Lecturer, and at LIOJ.

Kinganok Sivatevintra spent a pleasant childhood in Chinatown in Bangkok. She came from a big Chinese family, and was the first member of the family to be educated in Thai schools. She received a B.A. in Linguistics from Thammasat University in Thailand in 1970, and a second B.A. in Education and Teaching English from Chulalongkorn University in 1975, and took her M.A. also from Chulalongkorn in Library Science in 1984. She has been teaching English at The University of the Thai Chamber of Commerce since 1970, and from 1978 - 83 was also the Acting Head of the Library Department. After teaching her classes at UTCC, she hurriedly goes back home to take care of her four children. Her ambition is to become a millionaire and contribute plenty of charitable activities for poor children. She is a Scholarship Participant from UTCC.

Nasrah Weadureh graduated with a B.Ed., majoring in English from Yala Teachers' College in 1980, and has been a teacher of English at the upper secondary level in Yala Province, Southern Thailand, for 9 years. She is now doing her M.A. in English Language Teaching at Kasetsart University, Bangkok, Thailand. She is the Scholarship Participant from ThaiTESOL.

Xu, Dongsheng is the Vice-Dean for Academic Affairs in the Department of Foreign Languages and Literature at Nanjing Teachers University in The People's Republic of China. Most of his background is in English and American Literature, and he studied Modern and Contemporary American Literature at California State University at Sacramento from 1986-87. He is a Scholarship Participant from Nanjing University.

Japanese Scholarship Participants and Presenters

In alphabetical order:

Fumiko Higuchi teaches with LIOJ teachers in Odawara City's International Understanding classes at Hakusan Junior High School in Odawara, one of the experimental schools for the International Understanding education program in Kanagawa prefecture. She is the Odawara City Scholarship Participant.

Kiyoaki Ichikawa is the first LIOJ Scholarship Participant for the Kanagawa Prefectural Senior High School English Teachers Association. He teaches at Kanagawa Prefectural Oi Senior High School, and is Vice President of the Teachers Association.

Shinichiro Kawabata graduated from Kagoshima University. He now teaches in the only high school on Okinoerabu Island, off Okinawa.

Iwao Sasada received his degree from Waseda University. He currently teaches English at Bihoro High School, the school he attended as a student.

Norihiko Takeuchi teaches at Obihiro Hakuyo High School in Hokkaido. He graduated from Hokkaido University of Education, and studied for one year in the United States.

LIOJ FACULTY AND STAFF

Bob Ruud is the Director of LIOJ. He has a B.A. from Moorhead State University in Minnesota. He taught ESL in Tonga (Polynesia) for two years after which he completed his M.A.T. at the School for International Training in Brattleboro, Vermont. He was Academic Supervisor at LIOJ from 1982 to 1984, and was a teacher and administrator at Simul Academy in Osaka from 1985 to 1986. He was teaching freshman composition in the U.S. before returning to LIOJ as Director in 1988. Bob likes to spend time with his family, play the guitar, and play outdoor sports.

Elizabeth King is LIOJ's Teacher Trainer. 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. Before coming to LIOJ she was the E.S.L. Coordinator at the University of Colorado Learning Center, in a program for refugee and immigrant students. Her interests include Buddhist studies and cross-cultural issues.

Eric Herbel is the Academic Supervisor of LIOJ. Eric has a B.A. in Biology and Psychology from the University of Puget Sound and an M.A. in Teaching English as a Second Language from the University of Washington. After receiving his B.A., he taught English, Science, and Math for two years in Lesotho, Africa. After receiving his M.A., he taught ESL in University preparation programs at Edmonds Community College and at the University of Washington. His interests include baseball, American football, literature and computers.

Raj Kumar Bose received his B.Sc. in Chemistry from Delhi University. Subsequently, he obtained his M.M.S. in Marketing Management from Bombay University. He then worked as an Area Sales Manager at Voltas Ltd. (India), in charge of import and distribution of chemicals and pharmaceuticals. After a year he went to the U.S. and

received an M.B.A. in Finance from American International College in Springfield, Massachusetts. After that he received an M.B.A. in International Business from The American University in Washington, D.C. His major interests include Japanese culture and business practices, teaching, composing poems, and cooking. Raj is a co-editor of LIOJ's bi-annual journal, *Cross Currents*.

Curtis Chapman has lived and worked extensively in the southeastern United States. He received a B.A. (1983) in Speech Communication from the University of Tennessee. He then accepted a position as a manager at an automobile auction. His responsibilities included overseeing personnel, repossession accounts, maintenance, and security. Curtis later decided to pursue his Masters degree at the University of South Carolina, where he majored in Linguistics and worked as a graduate instructor in the English department. He received his M.A. in 1989. His major interests are travel, languages, and writing.

Thomas Clayton grew up in Iowa, and attended the University of Iowa, where he received a B.A. in English (1981), a teaching certification in English and Reading (1986), and an M.A.T. in English Education (1987). He has taught junior and senior high school, in addition to college and university. Most recently, he taught communication skills and was involved in curriculum design and teacher training in Kuantan, Malaysia. Tom is a professional carpenter and cabinet maker. He is also a writer, and has published several essays on political and educational issues. He is married to Kim Edwards.

Paul Corrigan has a B.A. in English and history from Indiana University. He was a buyer and manager at a bookstore and foreign language center in Washington, D.C. before joining a construction association, where he managed the computer department for three years. He has tutored foreign students in the Washington, D.C. area in English composition and has tutored non-English-speaking immigrants in a community program in Washington, D.C. He enjoys visiting galleries, jogging, reading, and cooking.

Roger Davies received his B.A. (Sociology and English Literature) and B.Ed. (Reading and Language Arts) from the University of Alberta in Edmonton. After working for several years as a primary school teacher and reading specialist in western Canada, he returned to school and obtained a Certificate in Second Language Teaching and a Masters in Linguistics from Laval University in Quebec City (all studies were done in French). Before coming to Japan, Roger worked as an English instructor in universities in Quebec, French East Africa, and Saudi Arabia. His interests include travel, bicycling, and blues harmonica. He is Editor of the journal *Cross Currents*.

Kim Edwards was raised in a small town in upstate New York, and attended Colgate University. After graduating in 1981 with high honors in English, she attended the Writers' Workshop at The University of Iowa. She received an M.F.A. in writing in 1983, and an M.A. in TESOL/Linguistics in 1987. She was also an instructor in writing and ESL at The University of Iowa and The University of Wisconsin. In 1987 she married Thomas Clayton and moved with him to Kuantan, Malaysia, where she taught ESL, communication skills, and literature. Kim spends much of her free time writing, and has published several essays and short stories. Her interests include literature, traveling, hiking, and needlework.

Arlen Madole has a B.A. in Education from Boise State University in Idaho and an M.A. in Adult Education and ESL from Oregon State University. She has taught elementary and middle School for the past 14 years. Previous to that, she worked in volunteer health organizations, aiding in establishing new state programs. Her business experience includes legal, real estate, banking, television, and accounting. She enjoys literature and music, and is a professional watercolorist.

Susan Murley has a B.A. in Asian studies from Williams College. She taught English in Hong Kong from 1975 to 1986. After that she returned to the U.S. and worked in the children's department of the Hyannis Public Library until she accepted a position at LIOJ. Her major interests are reading, hiking, and Chinese, Japanese, and Indian art.

Maureen Pilon is a native of the Washington, D.C. area. She graduated from Pennsylvania State University in 1976 with a B.S. degree in Community Development. She has a generalist's background, having worked for an innovative public education program in Virginia, The Washington Post newspaper, and most recently for a large financial group in Seattle, WA. Her interests and inclinations include people, politics, social issues, jogging, bicycling, and having fun.

Chris Quinsee was born in Melbourne, Australia in 1951. He graduated from Swinburne Institute of Technology with a B.A. in Japanese language and Asian Studies, in 1975. During 1973-74 he studied Japanese at the Tokyo School of the Japanese Language, and traveled widely throughout Japan. He worked briefly as a journalist before entering the world of educational publishing as a sales representative and later as a sales manager. He has taught Indo-Chinese refugees in Australia under the home tutor scheme. Chris's interests include languages, Chi Kung, travel and Australian football.

Jovita Tumao was born and raised in the Philippines, and has had twelve years of employment in various ESL schools, plus training in refugee work. She taught English for many years in a high school in Macau, South China and in a refugee camp in the Philippines. From 1986 to 1987, Jovita had an opportunity to pursue her M.A. in TESL at the University of Kansas under a Fulbright grant. Among her experiences in the U.S. are a teaching stint in a public high school, presenting at the Kansas TESOL conference, and visits to numerous refugee schools, all of which have given her a more thorough background of the English language and its learners.

Carl Watts was born and raised in Sacramento, California. He received his B.A. in Inter-American Studies (ESL and Spanish) from the University of the Pacific (Stockton, California) and his M.A. in Bilingual Education from California State College, Bakersfield (Bakersfield, California). He has been a teacher of English to speakers of other languages in Costa Rica, Thailand, Saudi Arabia, Japan, and California over a period of 15 years. Carl's avocational interests include language study, cooking, and reading.

Community Program:

Sherri Arbogast is LIOJ's Community Program Supervisor. She was born and raised in Southern California, and has a B.A., cum laude, 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. Her favorite activities include spending time with her husband, speaking Spanish and trying to speak Japanese, and horseback riding whenever she gets the chance.

Eric Arbogast was born and raised in the city of Topeka, the capital of Kansas. His family being highly musical, he began studying trumpet at the age of nine. During his junior year at the University of Kansas, he won a nationwide audition to play in a jazz band at Disneyland for three months. It was at Disneyland that he met his wife-to-be, Sherri. After completing his B.M. in Music Theory at K.U., he moved to Los Angeles where he taught jazz theory, history and improvisation at U.S.C. while working on an M.A. in Music Theory. He enjoys spending time with his wife, lifting weights, and studying German history, culture and language.

Joseph Astillero has a B.A. in Economics from the University of the Philippines. Before coming to LIOJ, he taught English for two years at New Day school in Sendai. His other experiences include working for the personnel office of a five-star hotel in Manila, supervising quality control in a building construction project, and playing in a showband in hotels and clubs in the Philippines and Japan. He is interested in sports, travel, and international communication.

Linda Gallo has a B.A. in Elementary Education from the University of Massachusetts in Amherst, Mass. She will soon receive her M.A.T. from the School of International Training in Brattleboro, Vermont. She has a wide range of teaching experience in the field of E.S.L., including 5 years in Japan. Her interests include playing sports, traveling and studying Japanese tea ceremony and flower arrangement.

Jon Zorn has a B.A. in history from the University of California in Santa Barbara and a teaching credential from California Polytechnic University, San Luis Obispo. He has taught at the high school and junior high school level and has also done educational work with prisoners and emotionally disturbed children. Jon enjoys the arts, working with paint, ink, cameras, and musical instruments. His other interests include sports, travel and brewing beer.

LIOJ Administrative Staff

Nobuhito Seto is LIOJ's General Manager. He is responsible for accounting, overseeing the budget, managing communication with client companies, advertising, and coordinating LIOJ's involvement in the Junior High Team-Teaching and International Understanding programs in Odawara City. He also assists with the publication of *Cross Currents*.

Emi Nishio handles work related to residential programs, especially communicating with client companies regarding the Business Communication Program. She is also responsible for administrative tasks related to the Summer Workshop. She also assists the General Manager in overseeing all programs and business.

Kaoru Komiyama is responsible for general accounting. She also supervises inner-office business, and is responsible for administrative tasks related to the Summer Workshop.

Sakae Tokiwa is in charge of correspondence, inner-office business, Community Program matters, and materials preparation for programs.

Michiko Kobayashi is responsible for the Odawara Community Program, program-related matters, and inner office business.

The LIOJ Office Staff members speak excellent English. Participants are expected to speak with them only in English.

LIOJ History

LIOJ is a private organization supported by a non-profit educational foundation. It was begun twenty years ago by Masahide Shibusawa and Toneko Hirai (formerly Kimura), with Rowland Harker as the first Director. LIOJ began as, and in some ways remains, an experimental school specializing in preparing Japanese to work and/or study abroad. Programs are offered in an "English Only" atmosphere, simulating a foreign culture and environment. Emphasis is placed on interaction more than analysis, thus personal meetings are frequent and meaningful, and learning is contextualized through residential activities. Creative teaching is encouraged with a curriculum that consists more of ideas than materials or methods. Teachers are also encouraged to pursue their interest in learning about Japan, and to grow personally as well as professionally from their experience at LIOJ.

While maintaining those basic principles, 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, which was the origin of the Japanese Association of Language Teachers (JALT), which now has over three thousand members.

Over 2,600 English teachers have now attended LIOJ's Summer Workshop. Nearly 5,000 business people have completed the Residential Business English Course. Nearly 20,000 local residents have participated in the Community Program. Over 120 Thai and Korean teachers and students have participated in LIOJ's programs. Since 1988, LIOJ has been involved in the "International Understanding Class" at junior high schools in Odawara. LIOJ will continue to provide the highest quality language, teaching, and communication training, and continue to strengthen and expand ties with neighbors and friends in Asia and around the world.

CROSS CURRENTS

Each participant in this 21st Annual Summer Workshop will receive a complimentary copy of *Cross Currents*, LIOJ's semi-annual journal of communication, language and cross-cultural skills. The journal is published primarily to aid the classroom teacher, with a balance between practical ideas and the theories underlying them.

Contributors to *Cross Currents* include Robert O'Neill, Braj Kachru, Richard Via, Larry Smith, and Don Maybin.

In addition to more lengthy articles, each issue also contains Bright Ideas and book reviews.

For more information about *Cross Currents*, come and see the editors or staff at the display table during this workshop.

Subscriptions to *Cross Currents* (1 year/2 issues -- 2500 yen) may be purchased through:

School Book Service

F.I. Building, 1-26-5

Takadanobaba, Shinjuku-ku 160

Telephone: 03-200-4531

Postal Transfer: Tokyo Account #9-86192

Current issues available at major bookstores through:

Yohan

3-14-9 Ohkubo

Shinjuku-ku

Tokyo 160

Order back issues from:

Cross Currents, c/o LIOJ

4-14-1 Shiroyama

Odawara, Kanagawa 250

Special Rates are offered to JALT members.

PERSONAL SCHEDULE

	<u>Presentation</u>	<u>Presenter</u>	<u>Room</u>
Sunday			
Notes:			
Monday			
Morning:			
Afternoon:			
(Short 1*)			
(Short 2*)			
Evening:			
Notes:			
Tuesday			
Morning:			
Afternoon:			
(Short 1*)			
(Short 2*)			
Evening:			
Notes:			

*(Short 1 & 2): In case you choose to attend two short presentations in the afternoon workshop session.

PERSONAL SCHEDULE

Presentation

Presenter

Room

Wednesday

Morning:

Special Activity:

Afternoon:

(Short 1*)

(Short 2*)

Evening:

Notes:

Thursday

Morning:

Afternoon:

(Short 1*)

(Short 2*)

Evening:

Notes:

Friday

Morning:

Afternoon:

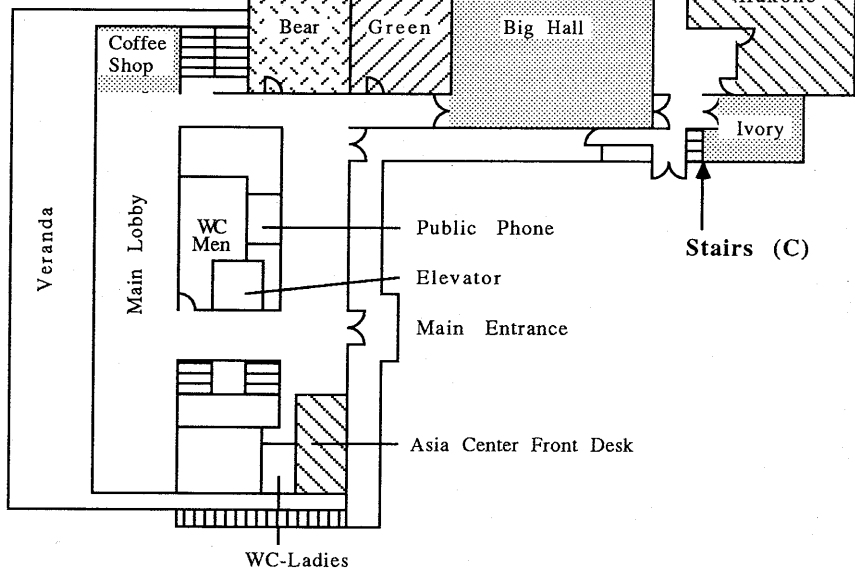
(Short 1*)

(Short 2*)

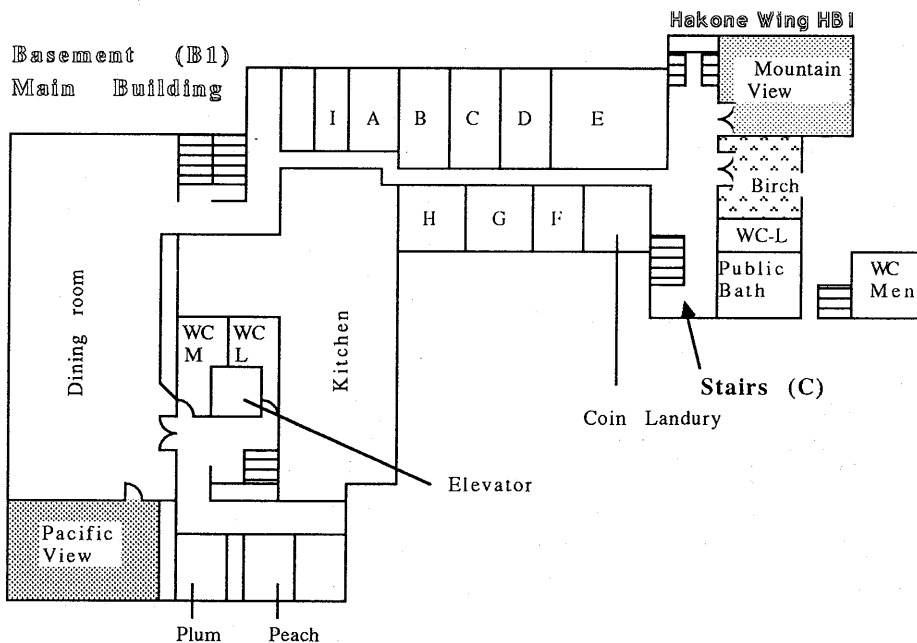
Evening:

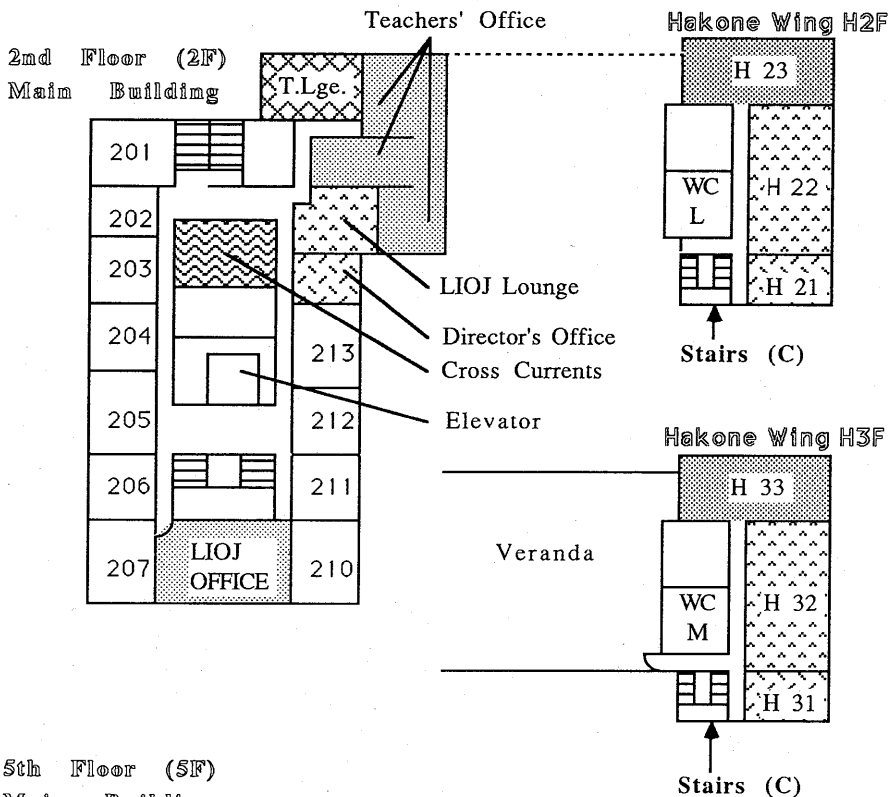
Notes:

First Floor (1F)
Main Building

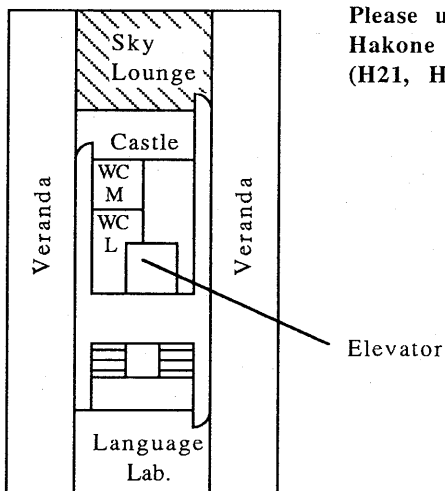


Basement (B1)
Main Building





5th Floor (5F)
Main Building



Please use the Stairs (C) to go to
Hakone Wing Conference rooms,
(H21, H22, H23 and H31, H32, H33).

LIQJ

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