

***26th Annual***  
***International Summer Workshop***  
***for***  
***Teachers of English***

*August 7-13, 1994*

**LIOJ**  
**LANGUAGE INSTITUTE OF JAPAN**

**ASIA CENTER ODAWARA**  
**Odawara, Kanagawa**



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# BASIC INFORMATION

## DAILY SCHEDULE

Below is the typical daily schedule. Certain days, however, have special schedules so please remember to check the schedule for each day.

7:30 - 8:30	Breakfast
8:45 - 11:45/ 9:00 - 12:00	Morning Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Presentations by Featured Presenters and LIOJ Faculty
3:00 - 4:30	Open
4:30 - 6:00	Presentations by International Scholars
6:00 - 7:00	Dinner
7:00 - 8:30	Presentations by Featured Presenters and LIOJ Faculty
8:30	Open / Evening Program

## LIVING AT ASIA CENTER ODAWARA

Details concerning meals, rooms, etc., will be covered during the Workshop Orientation on Sunday at 11:00.

## SIGN-UP PROCEDURES

Sign-up for Sunday afternoon and Monday presentations will be done early Sunday afternoon. Each morning, Monday through Thursday, sign-up sheets for the next day's presentations will be located in the area marked *Service Counter* on the Asia Center Odawara building map (1F) at the back of this book. Lunch and afternoon breaks are good times to sign up.

Note: Many presentations are repeated, so your chances of seeing both a presenter and presentation are quite high. *Please attend only the presentations you sign up for.*

## PUBLISHERS' DISPLAY

The publishers' display will be in Main Hall on Thursday afternoon from 3:00. *If you have original materials you would like to display, please let the LIOJ office staff know upon your arrival on Sunday.*

## SPECIAL PRESENTATION

This year there will be a special presentation on the *Up With People* international education program for students and young adults.

# INTERNATIONAL NIGHT!

Every year we are fortunate to have guests and scholars join us from around the world for the Summer Workshop. And, of course, there is our own diverse LIOJ teaching staff. Last year *International Night* was held for the first time - and it proved to be one of our most successful events!

This year this special event will once again be held on Wednesday night at 7:00. Main Hall will be turned into a *matsuri* site, complete with exciting displays, posters, music, games and more put on by our guests and teachers. The goal is to give everyone a chance to meet and learn about each other's countries.

There will also be a center stage for live performances— including a local *Obon Odori* dance troupe... and if you're *really* brave, why not take the spotlight yourself? You and your friends can demonstrate a part of Japanese culture, such as a traditional song, dance, or musical instrument for our visitors from overseas. *If you would like to perform, please contact the LIOJ office by 5:00 on Tuesday evening.*

Come and have a great time during *Obon*!



## SPECIAL PANELS

This year we have organized three panels made up of LIOJ staff, guests, participants, and representatives invited from other educational institutions. Our hope is to provide a forum for information exchange and stimulating discussion between panel members and our participants. Panel topics and times are as follows.

### **PANEL 1: *Non-native Teachers in the Language Classroom***

Tuesday, 4:30

Main Hall

Teaching a language that is not your own can pose special problems - and pleasures. We have asked a group of scholars to provide their insights teaching and training teachers when the target language is not the mother tongue of the instructor.

### **PANEL 2: *EFL in Asia: Similarities, Differences, Challenges***

Friday, 6:30

Main Hall

What are EFL classes like in Thailand or Vietnam? Are Japanese English classes in secondary schools really so different from those of other Asian countries? Panel members will describe present teaching challenges, as well as predict future directions of education in their respective countries.

### **PANEL 3: *Post-graduate TEFL Programs***

Thursday 1:30

H33

Maximum: 40

Representatives of Georgetown University, the School for International Training, Teacher's College, and Temple University will explain their Japan-based TEFL graduate programs. If you are thinking of pursuing a Masters degree in TEFL, this is an opportunity to compare several programs and get your questions answered.

# DAILY SCHEDULES

## SUNDAY, AUGUST 7th

- 11:00 Workshop Orientation (Main Hall - 1F)  
Don Maybin  
Workshop Coordinator
- 12:00-1:30 Lunch (Asia Center Odawara cafeteria -- B1)
- 1:30 - 2:15 Opening Assembly (Main Hall -- 1F)  
Ken Fujioka  
LIOJ Director  
Masahide Shibusawa  
Executive Director, MRA Foundation  
Keisuke Nakayama  
Managing Director, MRA Foundation
- 2:15 - 3:15 Plenary Address (Main Hall -- 1F):  
*Observing Your Own Teaching*  
Paul Nation  
Victoria University of Wellington, New Zealand
- 3:15 Group Picture in front of Asia Center Odawara  
*(In the event of rain, the Group Picture will be taken at 4:00 in Main Hall.)*
- 3:30 - 4:30 Open
- 4:30 - 6:00 Featured Presentations
- 6:00 - 7:00 Dinner (Asia Center Odawara cafeteria, B1)
- 7:00 - 7:30 Orientation for Morning Classes
- 7:45 - 9:00 Welcome Party

## MONDAY, AUGUST 8th

8:45 - 11:45/ 9:00 - 12:00	Morning Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Presentations by Featured Presenters and LIOJ Faculty
3:00 - 4:30	Open
4:30 - 6:00	Presentations by International Scholars
6:00 - 7:00	Dinner
7:00 - 8:30	Presentations by Featured Presenters and LIOJ Faculty
8:30+	<i>Up on the Roof:</i> Story-Telling (Optional)

*Notes:*

## TUESDAY, AUGUST 9th

8:45 - 11:45/ 9:00 - 12:00	Morning Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Presentations by Featured Presenters and LIOJ Faculty
3:00 - 4:30	Open
4:30-6:00	PANEL DISCUSSION 1 (Main Hall): <i>Non-native Teachers in the Language Classroom</i>
6:00 - 7:00	Dinner
7:00 - 8:30	Presentations by Featured Presenters and LIOJ Faculty
8:30+	<i>Up on the Roof: Songs</i> (Optional)

*Notes:*

## WEDNESDAY, AUGUST 10th

8:45 - 11:45/ 9:00 - 12:00	Morning Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Presentations by Featured Presenters and LIOJ Faculty
3:00 - 4:30	Open
4:30 - 6:00	Presentations by Featured Presenters and LIOJ Faculty
6:00 - 7:00	Dinner
7:00+	International Night! (Main Hall)

*Notes:*

## THURSDAY, AUGUST 11th

8:45 - 11:45/ 9:00 - 12:00	Morning Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Presentations by Featured Presenters Special:TEFL Post-graduate Programs Panel, <i>Up With People</i> Youth Program
3:00 - 4:30	Open Publishers' Display Begins (Main Hall)
4:30 - 6:00	Presentations by International Scholars
6:00 - 7:00	Dinner
7:00	Publishers' Display Closes (Main Hall)
7:00+	Open

*Notes:*

## FRIDAY, AUGUST 12th

8:45 - 11:45/ 9:00 - 12:00	Morning Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Presentations by Featured Presenters and LIOJ Faculty
3:00 - 4:00	Open (Optional) Morning Class Drama Performance
4:00 - 5:30	Presentations by International Scholars
5:30 - 6:30	Dinner
6:30 - 8:00	PANEL DISCUSSION 2 (Main Hall): <i>EFL in Asia: Similarities, Differences, Challenges</i>
8:00-8:30	Closing Ceremony (Main Hall)
8:45	Farewell Party (Hakone Room)

*Notes:*

## SATURDAY, AUGUST 13th

8:30 - 10:00 Checkout

There will be three shuttle buses leaving for Odawara Station during this time. Exact times will be announced on Friday.

*Notes:*



# DAILY PRESENTATION SCHEDULES

## SUNDAY PRESENTATIONS

(abbreviated titles)

### 2:15-3:15

Nation	<i>Observing Your Own Teaching</i>	Main Hall
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### 4:30-6:00

Aoki	Vocabulary Development for JSL Learners	Castleview
Cates	Global Education Curriculum Design	Momiji
Epstein	Family of Nations: a Jigsaw Exercise	H33
Frank	Textwork	Hakone
Kleindl	Using Journals in the Classroom	Sakura
Murphey	Shadow Echoing & Reformulation	Oceanview
Nation	Planning a Vocabulary Program	H23

## MONDAY PRESENTATIONS

### 1:30-3:00

Cates	Global Issues in the Language Classroom	Momiji
Epstein	Tell Me a Story	H33
Frank	Defining, Categorizing and Associating	Hakone
Kleindl	How to Teach a Movie	Sakura
Nation	Helping Learners who are Reluctant to Speak	H23
Scholl & Thurston	Phonics in the Classroom	Green

### 4:30-6:00

Arthachinda	Language & Content: Techniques & Activities	H23
Ashmun	A Communicative Reading Class	H33
Kim	Creative Writing Thru Co-op Learning	Momiji
Ng	Making Use of Concordances in the Classroom	Sakura
Seto	Ideas for High School English Class	Castlevlew
Sriprachan	Once Upon a Time	H22
Tran Van	Difficulties Faced by Vietnamese Students	Hakone

### 7:00-8:30

Aoki	Observation	Castlevlew
Cervera	Mexico!	Momiji
Fujioka	Understanding Cultural Differences	H33
Maybin	Learner Strategies: Creating Independence	H32
Murphey	Believing in Appreasheating Misteakes	Oceanview

## TUESDAY PRESENTATIONS

### 1:30-3:00

Cates	Teaching for World Citizenship	Momiji
Epstein	A Family of Nations: a Jigsaw Exercise	H33
Frank	Meaningful Grammar	Hakone
Kleindl	Using Journals in the Classroom	Sakura
Murphey	Juggling as a Metaphor for Learning	Oceanview
Nation	Planning a Vocabulary Program	H23

### 4:30-6:00

PANEL 1:	<i>Non-Native Teachers in the Language Classroom</i>	Main Hall
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### 7:00-8:30

Fujioka	Have Fun in the Class with Magic	H33
Horvath	Hungary!	Sakura
Maybin	Learner Strategies Through Drama	H32
Reynolds	Mac the Nice	Castlevew
Scholl & Thurston	Using Authentic Storybooks	Green

## WEDNESDAY PRESENTATIONS

### 1:30-3:00

Cates	Global Education Curriculum Design	Momiji
Epstein	Tell Me a Story	H33
Frank	Identifying Good Activities	Hakone
Kleindl	How to Teach a Movie	Sakura
Scholl & Thurston	Phonics in the Classroom	Green

### 4:30-6:00

Acton	Large Class Drama Instruction	Oceanview
Enochs	Antarctica!	H33
Kahny et al	Design Intensive Programs for High School Ss	Hakone
Lo Castro	Introduction to Language Awareness	H23
Maybin	Learner Strategies: Creating Independence	H32
Nachtsheim	Creativity with Student-centered Activities	Castleview

## THURSDAY PRESENTATIONS

### 1:30-3:00

Acton	Pronunciation Methods	Oceanview
Cates	Global Issues in the Language Classroom	Momiji
Frank	Meaningful Grammar	Hakone
Kleindl	Using Journals in the Classroom	Sakura
Lo Castro	Language Awareness Thru Classroom Tasks	H23
Nachtsheim	Teacher Talk Training	Castleview
Miyawaki	World in Motion: <i>Up With People</i> Program	H32
PANEL	Special: Post-graduate TEFL Programs	H33
Scholl & Thurston	Authentic Storybooks in the Classroom	Green

### 4:30-6:00

Boonyarug	Reading Material from English Newspapers	H32
Lee	Classroom Activities Using Pictures	Momiji
Matsumoto & Yatate	Global Education in Team Teaching	Oceanview
Pongtongcharoen	Dialogue Mapping	H33
Seto	Ideas for High School English Class	Castleview
Tran Van	Translation: What to Watch Out For	Hakone
Yodnil	How to Jumpstart Quiet Students	Sakura

## FRIDAY PRESENTATIONS

### 1:30-3:00

Acton	Pronunciation Methods	Oceanview
Cates	Teaching for World Citizenship	Momiji
Epstein	Tell Me a Story	H33
Frank	Identifying Good Activities	Hakone
Kleindl	How to Teach a Movie	Sakura
Lo Castro	Learner Strategy Training Tasks	H23
Nachtsheim	Creativity with Student-centered Activities	Castleview

### 4:00-5:30

Arthachinda	Language & Content: Techniques & Activities	H23
Ashmun	A Communicative Reading Class	H33
Boonyarug	Reading Materials from English Newspapers	H32
Lee	Classroom Activities Using Pictures	Momiji
Matsumoto & Yatate	Global Education in Team Teaching	Oceanview
Sriprachan	Once Upon a Time	H22
Yodnil	How to Jumpstart Quiet Students	Sakura

### 6:30-8:00

PANEL 2:	<i>EFL in Asia: Similarities, Differences, Challenges</i>	Main Hall
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## FEATURED SPEAKERS

**William Acton**

Nagoya University of Commerce and Business Administration

**Naoko Aoki**

Shizuoka University

**Kip Cates**

Tottori University

**Steve Epstein**

Ministry of Justice, Laos PDR

**Christine Frank**

Pilgrims School, UK

**Mike Kleindl**

International Christian University

**Virginia Lo Castro**

International Christian University

**Tim Murphey**

Nanzan University

**Suzy Nachtsheim**

Tamagawa Gakuen University

**Paul Nation**

Victoria University of Wellington, New Zealand

# VISITING INSTRUCTORS

**Humberto Cervera**

Autonomous University of Yucatan, Mexico

**Ken Enochs**

International Christian University

**Judit Horvath**

University of Aarhus, Denmark

**Elizabeth King**

International Christian University

**Ross Lonergan**

Harbourside College, Canada

**Wang Changqi**

Fuji Phoenix College  
Gyoshu Senior High School



# INTERNATIONAL SCHOLARS

**Nartnisa Arthachinda**

Consortium

**Suchada Ashmun**

Chiang Mai University

**Ampai Boonyarug**

University of the Thai Chamber of Commerce

**Imsook Kim**

Ewha Girls' Foreign Language High School

**Sookyung Lee**

The Language Institute of Ewha Women's University

**Ayako Matsumoto**

Tokiwamatsu Gakuen Jr./Sr. High School

**Christina Ng**

City Polytechnic of Hong Kong

**Surai Pongtongchareon**

Srinakharinwirot University

**Katsuyuki Seto**

Tokai Language School

**Wirattanaporn Sripachan**

Thai TESOL

**Tran Van Phuong**  
Hue University of Teacher Education

**Etsuko Yatate**  
Tokiwamatsu Gakuen Jr./Sr. High School

**Sithiporn Yodnil**  
Chulalongkorn University

## GUESTS

**Jeromy Acton**

(accompanying William Acton)

**Hannah Frank**

(accompanying Christine Frank)

**Shinichi Miyawaki**

*Up With People*

**Kanitha Nation**

(accompanying Paul Nation)

**Representation from the following overseas institutions in  
Japan:**

Georgetown University  
School For International Training  
Teachers College, Columbia University  
Temple University

## MORNING CLASS DESCRIPTIONS

Listed in alphabetical order by instructor.

8:45 am to 11:45 am / 9:00 am to 12:00 noon

The morning classes offered at the LIOJ Summer Workshop cover a wide variety of subjects, functional areas and techniques. Morning classes have been filled on a first-to-register basis, and every effort has been made to enroll participants in the class of their choice.

Morning classes will be discussed during the Workshop Orientation on Sunday morning at 11:00. Your class orientation will be given by the teacher in your designated classroom on Sunday, from 7:00 to 7:30 pm.

### **A** EXPLORING CULTURAL AWARENESS THROUGH ENGLISH

CARBONILLA, Alberto

Offered: Monday-Friday      8:45      H23      Maximum: 12

This class will offer a variety of activities for cultural awareness designed to stimulate interest and self-reflection among English language learners. These activities will include: understanding culture, clarifying values, differentiating between judgments and observations, and examining one's own stereotypical thinking. Participants will 'experience' these activities, analyze their own reactions, and practice language relevant to the lessons' contexts. Long term teaching implications will also be discussed.

## **B DEVELOPING LEARNER STRATEGIES THROUGH VIDEO**

CERVERA, Humberto

Offered: Monday-Friday

8:45

Momiji

Maximum: 12

In this class we will watch, listen to, and discuss segments of popular North American TV programs from Canada, the United States and Mexico. As active viewers, participants will practice techniques to maximize comprehension of "authentic" English, as well as consider a variety of classroom activities to be used with video. Both listening and speaking activities will be included, as well as some writing methods. Also, we will look at ways to use non-English materials (e.g. Spanish, Japanese) to generate discussion by learners in English. Participants should finish each session with new ideas for using video materials in the classroom.

## **C DEVELOPING YOUR GENERAL ENGLISH SKILLS**

CORNWELL, Steve

Offered: Monday-Friday

8:45

Castlevew

Maximum: 12

In this class students will have fun working on a variety of listening activities, 5-minute activities and fun grammar activities. We will also discuss different language teaching methodologies and how to apply them in your classrooms.

## **D LITERATURE, LANGUAGE AND YOU**

ENOCHS, Ken

Offered: Monday-Friday

8:45

H33

Maximum: 12

In this class we will read, discuss and analyze a variety of contemporary literary texts - songs, poems, short stories, and extracts from novels and plays. Each work has been selected for its accessibility and interest, and will serve as a springboard for both stimulating language learning activities, as well as an opportunity for participants to share their own opinions, perceptions and experiences.

## **E    METHODOLOGY CLASS: HUNGARIAN!**

HORVATH, Judit

Offered:    Monday-Friday

8:45

Sakura

Maximum: 12

How can you bring fresh ideas to your language teaching approach? By becoming a student again! Participants will spend approximately half the class time studying 'survival Hungarian', then analyze the lesson from the teacher's point of view. Working in groups, we will discuss sole use of the target language from an absolute beginner level, immediate and long-term objectives, individual vs. group-based exercises, how to transfer activities to the participants' classes or change 'unsuccessful' activities so they succeed - and much, much more!

## **F    TEAM TEACHING AND ACTIVITIES FOR LARGE CLASSES**

KAHNY, Jim

Offered:    Monday-Friday

8:45

Oceanview

Maximum: 12

In this workshop style class, we will focus on issues that pertain to team teaching situations in Japanese junior high schools. Participants will explore various approaches to team teaching relationships, lesson planning for two teachers working together in a classroom, roles of teachers, and other relevant topics. Various activities for large classes will be demonstrated and participants will be encouraged to share ideas. This course is designed for teachers with limited team teaching experience who have not previously attended a team teaching class at LIOJ.

## **G TOTAL COMMUNICATION THROUGH DRAMA**

KING, Elizabeth

Offered: Monday-Friday

9:00

Hakone

Maximum: 12

Communication is more than words. We express meaning through gesture, facial expression, eye contact, the tone of our voice, even by the way we breathe, moment by moment! What we say and how we say it is controlled by the context. The LIOJ Summer Workshop is a good place to find out more about ourselves as English speakers and, especially, about others: what they think, feel, and hope to express. This class gives us a chance to do just that. The class will consist of exercises to connect body, speech and mind, and a wide variety of drama activities with various contexts. We will emphasize group support and cooperation.

## **H ADVANCED ENGLISH THROUGH FILM**

LONERGAN, Ross

Offered: Monday-Friday

9:00

H32

Maximum: 12

In this class participants will use feature films, with a focus on a particular theme, as a vehicle for improving their ability to perform a variety of functions in English. Class members will engage in games, discussion, and debates; in reading, writing and oral presentation of critical reviews, viewing of TV movie reviews, and oral and written cultural comparisons. Participants will also prepare an outline for a film-based study session for use with their own students. If you have a keen interest in film, this is the class for you!

## **I     CULTURATURE: EXPLORING CULTURE THROUGH LITERATURE**

REYNOLDS, Eric

Offered:    Monday-Friday                    9:00    Yellow                    Maximum: 12

In this class we will look for the common ground between our different cultures and see how it can be used to teach English language and literature in the classroom. We will explore various genres of literature, including short stories, poetry and drama, as well as mediums such as songs, TV, "manga", and movies, to determine how we can reach the themes within a variety of cultures. Methodology, discussion, and activities will also be emphasized. The class should be enjoyable with active participation by everyone.

## **J     GLOBAL ISSUES: ACTIVITIES FOR THE CLASSROOM**

SCHOLL, Mary; THURSTON, Gina

Offered:    Monday-Friday                    9:00    Green                    Maximum: 16

In this class, participants will learn English through activities designed to heighten global awareness and knowledge. Activities will include the use of newspapers, video, storybooks and experiential exercises. We will look at other resources available to teachers in developing activities for their classroom. Although the class is activity based, a portion of each day will be devoted to feedback and discussion about how the participants feel the activities can be adapted to their own classrooms.



## **K SURVIVAL CHINESE: LANGUAGE, CULTURE AND METHODOLOGY**

WANG, Changqi

Offered: Monday-Friday

9:00 H22

Maximum: 12

In this class students will experience language-learning through a modified Total Physical Response (TPR) approach. The course will focus on survival Chinese, while also incorporating feedback sessions and group analysis of how the method and activities can be adapted. Participants will be encouraged to share their own experiences to help develop better ways to meet individual learner needs. In addition, we will enjoy cultural activities, such as a *taiqi-chuan* martial arts/exercise demonstration and the tasting of homemade Chinese food! (Sorry, but this class is for beginners in Chinese only.)

# PRESENTATION DESCRIPTIONS

Listed in alphabetical order by presenter.

## PRONUNCIATION METHODS

ACTON, William

Offered: Thursday & Friday      1:30      Oceanview      Maximum: 30

This is an open workshop on practical problems of teaching English pronunciation. The session will begin with a brief review of current trends in pronunciation teaching, but most of the time will be devoted to answering specific questions from participants.

## LARGE-CLASS DRAMA INSTRUCTION

ACTON, William

Offered: Wednesday      4:30      Oceanview      Maximum: 30

In this workshop, participants will be presented with a model for large-class ESL (50-100 students) drama instruction. The framework has been developed using extended 'full length' dramas (in this case bilingual versions of *Peter Pan* and *Tom Sawyer*) through cooperative-learning group management techniques.

## OBSERVATION

AOKI, Naoko

Offered: Monday      7:00      Castlevuew      Maximum: 30

Observation constitutes a basis for constructive discussions about teaching. This workshop invites the participants to reflect on the facts that 1) we can not describe everything that is going on around us, 2) we tend to see/hear/feel what is important for our values, beliefs and attitudes, 3) what is important for one person may be trivial for another and there is no way to judge which person is right, and 4) speculation and evaluation can not be a part of objective description.

## **AUTONOMOUS VOCABULARY DEVELOPMENT FOR JSL LEARNERS**

AOKI, Naoko

Offered: Sunday

4:30

Castleview

Maximum: 30

Developing second language vocabulary entails more than just hearing new words or memorizing a list of words with LI equivalents as the presenter will demonstrate. Techniques involve 1) taking in input, 2) facilitating retention, 3) organizing, and 4) reorganizing. The rationale drawn from findings in cognitive psychology, NLP and second language acquisition research, will also be mentioned. This workshop was planned for students independently learning Japanese as a second language, but the ideas can be applied by learners of any second language in and out of the classroom.

## **INTEGRATING LANGUAGE AND CONTENT: TECHNIQUES AND ACTIVITIES**

ARTHACHINDA, Nartnisa

Offered: Monday

4:30

H23

Maximum: 40

Offered: Friday

4:00

H23

Maximum: 40

This workshop is a demonstration of how to integrate language and content in ESL teaching. It will promote all four language skills utilizing a student-centered approach within the context of Thai culture. The techniques presented can, of course, be adapted for use within any culture.

## **A COMMUNICATIVE READING CLASS**

ASHMUN, Suchada

Offered: Monday

4:30

H33

Maximum: 40

Offered: Friday

4:00

H33

Maximum: 40

This presentation will focus on reading skills, techniques, and exercises. The presenter will conduct a reading lesson and participants will be asked to take part in various reading activities. In the second half of the presentation, we will discuss and analyze the different roles of a teacher in a reading class where a communicative approach is used.

## **READING MATERIALS DEVELOPED FROM ENGLISH NEWSPAPERS**

**BOONYARUG, Ampai**

Offered: Thursday	4:30	H32	Maximum: 30
Offered: Friday	4:00	H32	Maximum: 30

Nowadays newspapers have become widely accepted as a valid language learning tool in schools and universities because they contain much variety and cover subjects of immediate interest and enjoyment. The aim of this presentation is to talk about the experience of developing reading comprehension exercises from English language newspapers for Thai students. General guidance will also be given for teachers of English in creating reading materials appropriate for the needs and interests of specific groups of learners.

## **GLOBAL EDUCATION CURRICULUM DESIGN**

**CATES, Kip**

Offered: Sunday	4:30	Momiji	Maximum: 40
Offered: Wednesday	1:30	Momiji	Maximum: 40

Language teachers who have experimented with lessons on human rights, AIDS, tropical rainforests or world peace often become interested in designing whole courses around global issue themes. This presentation will introduce participants to the main features of global education course design and will explain key curriculum models used by global educators in Britain and the US. Participants will have a chance to examine global education textbooks and to discuss their own ideas on course design. Finally, examples will be given from the files of the 'Global Issues in Language Education Network' of innovative courses on global issue themes designed by language teachers from around the world.

## **GLOBAL ISSUES IN THE LANGUAGE CLASSROOM**

CATES, Kip

Offered: Monday & Thursday      1:30      Momiji      Maximum: 40

Pick up any newspaper and you are immediately confronted with 'global issues' - world problems such as war, poverty, prejudice and pollution. How can we deal with these issues in our classrooms? How can we help students improve their language skills while empowering them with the knowledge, skills and commitment needed to solve these problems? This presentation will introduce exciting ideas and techniques from such fields as global education, peace education, human rights education and environmental education. Participants will experience innovative activities dealing with global issues, examine new global education teaching materials and discuss how language lessons can incorporate a global perspective.

## **TEACHING FOR WORLD CITIZENSHIP**

CATES, Kip

Offered: Tuesday & Friday      1:30      Momiji      Maximum: 40

Part of becoming a true 'world citizen' means acquiring basic knowledge, curiosity and excitement about the countries and cultures of the world. The EFL classroom can be an exciting place to acquire this 'global literacy' while developing important language skills. This presentation will introduce innovative ideas for teaching world awareness. Participants will have a chance to experience and discuss EFL lessons dealing with themes such as 'flags of the world', 'languages of the world', and 'world religions'. Those attending will come out of this session both more knowledgeable about the world and about how language teaching can promote global awareness and world citizenship.

### **AROUND THE WORLD: MEXICO!**

CERVERA, Humberto

Offered: Monday 7:00 Momiji Maximum: 40

Many people think of Mexico in terms of *tacos* and *tequila*, but the complex country 'south of the border' is a land of many contrasts. The presenter will discuss the varied cultures of each region, in particular that of the Yucatan Peninsula, and provide a personal perspective on the modern dilemmas facing this fascinating country.

### **AROUND THE WORLD: ANTARCTICA!**

ENOCHS, Ken

Offered: Wednesday 4:30 H33 Maximum: 40

What do you think of when you hear the word 'Antarctica'? Icebreakers cutting through frozen seas, penguins waddling along in a line, or maybe the nations of the world arguing over who gets what in this vast snow-covered land? The presenter will detail some of his own experiences and provide insights gained over a year of living and working in this last frontier.

### **FAMILY OF NATIONS: A JIGSAW EXERCISE**

EPSTEIN, Steve

Offered: Sunday 4:30 H33 Maximum: 40

Offered: Tuesday 1:30 H33 Maximum: 40

For ninety minutes you will become citizens of a different nation. You will learn about the life, culture and environment of this nation. And then you will share your knowledge with citizens from other countries. And what language will you use to achieve this task? English, of course, the international language. This is an example of a 'jigsaw activity' which is an effective and fun cooperative learning experience, and participants will study how to set up their own 'Family of Nations'.

### **TELL ME A STORY**

EPSTEIN, Steve

Offered: Mon., Wed., Fri.

1:30

H33

Maximum: 40

"A long, long time ago in a place far, far away there lived a young man named Yoshi. Yoshi was a very smart boy, but he was lazy. One day...." Everyone likes to hear a story. Telling stories can be a dynamic and productive language learning technique. Students learn new vocabulary and structures in a meaningful, enjoyable way. In this presentation, participants will study effective techniques for teaching stories. Participants will also learn creative ways to exploit these stories to focus on particular aspects of English. So sit back, relax and don't forget to bring your ears!

### **MEANINGFUL GRAMMAR**

FRANK, Christine

Offered: Tuesday & Thursday

1:30

Hakone

Maximum: 40

The accuracy-fluency dichotomy has been a frequently discussed issue in recent years, leading to different classroom approaches. If we want to achieve a balance in language teaching, the production of correct language is just as important as the production of appropriate language. In this session we will be considering a selection of exercises for presenting and practising high-frequency grammar items in a personalized meaningful way.

### **IDENTIFYING GOOD ACTIVITIES**

FRANK, Christine

Offered: Wednesday & Friday

1:30

Hakone

Maximum: 40

Every teacher has different opinions about the features of a good activity. In this session we will work through a checklist of positive components before considering a range of selected activities. There will then be discussion as to whether the activities presented include all the components previously discussed.

### **TEXTWORK**

FRANK, Christine

Offered: Sunday

4:30

Hakone

Maximum: 40

Participants will try out a wide range of activities for pre-text, in-text, and post-text work. We will then discuss how these techniques can be adapted to suit the texts the teachers use in the classroom.

### **DEFINING, CATEGORIZING AND ASSOCIATING**

FRANK, Christine

Offered: Monday

1:30

Hakone

Maximum: 40

Students learn vocabulary in different ways and we will be considering activities using definition, categorization and association. In the workshop it will be demonstrated that these techniques can be used equally well in all classes from elementary to advanced.

### **UNDERSTANDING CULTURAL DIFFERENCES**

FUJIOKA, Ken

Offered: Monday

7:00

H33

Maximum: 40

During his lifetime, Ken has travelled extensively, and he has lived in seven different countries. In this presentation he will focus on the challenges of adjusting to new ways of living and thinking. Participants will learn to distinguish the difference between judgments and observations and what effect they have on our perceptions and relationships with others. He will share some of his experiences and offer suggestions for making the transition between cultures smoother and more enjoyable.



## **HAVE FUN IN THE CLASSROOM WITH ELEMENTARY MAGIC TRICKS**

FUJIOKA, Ken

Offered: Tuesday

7:00

H33

Maximum: 40

*You want me to perform magic tricks! I can't tie my own shoe! Relax! People are curious; they become motivated to learn how a magic trick is done, and find their own answers in English. In this workshop, participants will perform simple tricks and discover how magic can make English learning fun. Sorry, amateurs only!*

## **AROUND THE WORLD: HUNGARY!**

HORVATH, Judit

Offered: Tuesday

7:00

Sakura

Maximum: 40

Over the centuries Hungary has served as a crossroads between Europe and Asia, and each group of people that has passed through has added to the unique culture of this fascinating country. Goulash and Liszt, hot springs and horsemen. Come discover the jewel in the heartland of Europe.

## **DESIGNING A HIGH SCHOOL INTENSIVE COURSE**

KAHNY, Jim; CARBONILLA, Alberto;

CORNWELL, Steve; FUJIOKA, Ken

Offered: Wednesday

4:30

Hakone

Maximum: 40

In this presentation, LIOJ teachers will discuss their approach to putting together a three-day intensive English program for high school students. Various activities used in the LIOJ intensive courses will be presented and participants will be encouraged to take part. Samples of video footage from recent intensive courses will also be featured.

## **CREATIVE WRITING THROUGH THE COOPERATIVE LEARNING METHOD**

**KIM, Imsook**

Offered: Monday

4:30

Momiji

Maximum: 40

With teacher-centered educational methods and large-size classes, interpersonal competition and individualistic learning have been emphasized in most schools in Korea. However, creativity and cooperation should not be ignored, for those are the most important qualities which are needed in our society. How can we inspire students to write creatively in a foreign language and how can we develop their cooperative spirit in English class? In this presentation, we will discuss how the English class helps students write creatively through the Cooperative Learning Method.

## **USING JOURNALS IN THE ENGLISH CLASSROOM**

**KLEINDL, Mike**

Offered: Sunday

4:30

Sakura

Maximum: 40

Offered: Tuesday & Thursday

1:30

Sakura

Maximum: 40

Have you ever written a journal? Keeping a journal is a wonderful way to improve writing and vocabulary skills. In my eight years at International Christian University, reading student journals has been one of my most rewarding experiences. With a large group of students (40-45) there isn't time to get to know each student in class. Therefore, the journal provides a means of communication not usually available. In this workshop I will discuss different ways of using journals in an English class. Some of the areas I will look at include how to get started with journals; what should students write about; what type of feedback to give; grading/non-grading; and what to expect from student journals. We will also look at some sample journals from my students.

## HOW TO TEACH A MOVIE

KLEINDL, Mike

Offered: Mon., Wed., Fri.

1:30

Sakura

Maximum: 40

Have you ever wanted to teach a movie but didn't know exactly where to begin? Using a film in class automatically ensures class interest and class participation. In this workshop I will show you exactly how to teach a movie in class. We will watch an Oscar-winning short film (25 minutes) and discuss the various aspects of film art. After this workshop you will be able to talk about and teach *any* movie successfully.

## CLASSROOM ACTIVITIES USING PICTURES

LEE, Sookyoung

Offered: Thursday

4:30

Momiji

Maximum: 40

Offered: Friday

4:00

Momiji

Maximum: 40

Pictures can be used in many ways to practice a variety of language skills. Using pictures, the presenter will introduce a number of activities that can be applied in the classroom with novice and intermediate level learners. These will include whole class activities, group and pair activities, and activities for individuals. Participants are asked to take part as students.

## AN INTRODUCTION TO LANGUAGE AWARENESS

LO CASTRO, Virginia

Offered: Wednesday

4:30

H23

Maximum: 40

The field of language awareness will be introduced, including the theoretical background and rationale. Language awareness comes from mother tongue teaching in the UK. Its aim is to make learners aware of pattern and structure in any language. In the rush to make communicative language teaching the main approach to language teaching in Japan, teachers should not 'throw the baby out with the bath water'. Some attention to the language code itself is necessary. Participants will be asked to consider the application of LA to the Japanese educational system.

## **LANGUAGE AWARENESS THROUGH CLASSROOM TASKS**

LO CASTRO, Virginia

Offered: Thursday

1:30

H23

Maximum: 40

The presenter will focus on a variety of tasks which can be used to raise learners' awareness about how languages in general work, and to develop the ability to see patterns and connections. Participants will experiment with materials and discuss the value of language work, ranging from pronunciation exercises to conversational analysis, all in a communicative framework to focus on the mysteries of language and communication.

## **LEARNER STRATEGIES**

LO CASTRO, Virginia

Offered: Friday

1:30

H23

Maximum: 40

The audience will investigate the area of learner strategy training and tasks for experimentation. The awareness raising in this workshop concerns development of effective learning strategies. Good language learners have shown the ability to perceive pattern and use the knowledge to monitor comprehension and production, crucial in successful language learning. We will discuss this finding in the context of language teaching in Japan.

## **GLOBAL EDUCATION IN TEAM TEACHING**

MATSUMOTO, Ayako; YATATE, Etsuko

Offered: Thursday

4:30

Oceanview

Maximum: 30

Offered: Friday

4:00

Oceanview

Maximum: 30

In light of our economic growth, Japan should play a more responsible role in the world community. At school, global education is indispensable in developing international understanding, but many teachers are too busy pursuing exam results to undertake world studies. Tokiwamatsu Gakuen High School started teaching global issues in English team-teaching classes in Fall, 1992. The presenters will describe the program for each school year, describing successes and problems in their innovative program.

## **LEARNER STRATEGIES: CREATING INDEPENDENCE**

MAYBIN, Don

Offered: Monday	7:00	H32	Maximum: 30
Offered: Wednesday	4:30	H32	Maximum: 30

How do you deal with the breakdowns that occur when you are trying to communicate in a language that is not your own? With *learner strategies*, of course! The presenter will identify types of problems students must face (or be deliberately confronted with) in the classroom and, more importantly, how they can take effective action to deal with these difficulties. A variety of classroom activities will be presented which should develop more efficient language learning behaviour among your students both in and outside of the classroom.

## **DEVELOPING LEARNER STRATEGIES THROUGH DRAMA ACTIVITIES**

MAYBIN, Don

Offered: Tuesday	7:00	H32	Maximum: 30
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The presenter will give a brief introduction to types of learner strategies, then have the audience apply them in a series of drama-based activities. Afterwards, we will discuss the activities in terms of group dynamics, student creativity, preparation and time requirements. Come prepared to actively participate and demonstrate your acting talents.

## **SHADOW ECHOING AND REFORMULATION: KISS PRINCIPLES OF RETENTION AND ACTIVATION**

MURPHEY, Tim

Offered: Sunday	4:30	Oceanview	Maximum: 30
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Echoing input in one's mind helps short term memory retain and later produce it. Reformulating several times what is in short term memory allows input to enter long term memory. How students can habitualize these through fun, meaningful training will be demonstrated and student feedback and difficulties discussed.

### **BELIEFING IN APPRESHEATING MISTEAKES**

MURPHEY, Tim

Offered: Monday 7:00 Oceanview Maximum: 30

Ways to change students' beliefs about mistakes so that they can risk more, produce more output, and encourage more input from partners will be demonstrated so participants can experience them firsthand.

### **JUGGLING AS A METAPHOR FOR LEARNING**

MURPHEY, Tim

Offered: Tuesday 1:30 Oceanview Maximum: 30

There are certain learning phenomena that can be generalized to nearly all learning situations; juggling just makes them easier to see and observe in a concrete way. Through learning to juggle, participants will learn about Krashen's five hypotheses, Long's adjustment strategies, and several NLP frameworks, as well as their own beliefs, states and strategies in learning. There will be a short theoretical framework, demonstrations, and time for observing your own learning process in a fun and relaxed atmosphere.

### **CREATING CREATIVITY WITH STUDENT-CENTERED ACTIVITIES**

NACHTSHEIM, Suzy

Offered: Wednesday 4:30 Castlevue Maximum: 30

Offered: Friday 1:30 Castlevue Maximum: 30

The presenter believes student-centered activities are the key to solving many of the problems English teachers face. How can I get my students to speak and listen? How can I get them to understand grammar in the school textbooks I am required to teach? She will offer a selection of activities that have proven successful in getting students to participate; however, the focus of the workshop will lie on the teachers' responsibility for creative lesson planning. Come ready to ask yourself how you could make a lesson so fun and interesting that you would love to be a student in your class. Come to stretch your imagination, to open your mind and say, "Ah!"

## TEACHER TALK TRAINING

NACHTSHEIM, Suzy

Offered: Thursday

1:30

Castlevew

Maximum: 30

This workshop is for teachers who are interested in teaching English in English. The success of teaching with the target language as the medium of instruction depends on good 'teacher talk'. This presentation will cover strategies for classroom communication, such as simplification, repetition, non-verbal language, modeling and expansion. Participants will use these strategies to teach a brief English lesson for analysis and evaluation.

## WORLD IN MOTION: THE *UP WITH PEOPLE* PROGRAM

MIYAWAKI, Shinichi

Offered: Thursday

1:30

H32

Maximum: 30

For almost thirty years the Colorado-based *Up With People* international education program has offered young adults from all over the world a unique opportunity for personal growth, career skill building and heightened self-awareness. The aim of *Up With People* is "...to build understanding among nations and equip young people with the leadership qualities of global perspective, integrity and motivation to service." Join the speaker and learn more about this program which explores the world of opportunity waiting for students and young adults.

## PLANNING A VOCABULARY WORKSHOP

NATION, Paul

Offered: Sunday	4:30	H23	Maximum: 40
Offered: Tuesday	1:30	H23	Maximum: 40

This workshop begins by looking at principles that need to be considered when developing the vocabulary component of a language learning course. During the workshop we will look at tests to assess learners' proficiency and progress, and techniques and strategies for learning vocabulary. The aim of the workshop is to show teachers how to take an informed and organized approach to helping learners increase their vocabulary.

## HELPING LEARNERS WHO ARE RELUCTANT TO SPEAK

NATION, Paul

Offered: Monday	1:30	H23	Maximum: 40
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This workshop looks at a wide range of techniques for practising speaking that all draw on a similar design called the *experience approach*. Although this approach is most often associated with reading, it can be used very successfully for speaking activities to help learners be more fluent and confident speakers. The aim of the workshop is to show teachers how they can design their own experience activities for speaking.

## MAKING USE OF CONCORDANCES IN THE CLASSROOM

NG, Christina

Offered: Monday	4:30	Sakura	Maximum: 40
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Concordancing is a new way of using computers to analyze language. The presenter will explain what concordances are and discuss the ways to use concordances in language teaching. Examples of teaching materials will be shown. Participants will have the opportunity to try and generate some teaching materials.



## **DIALOGUE MAPPING: A WAY TO EXPLOIT DIALOGUES**

PONGTONGCHAROEN, Surai

Offered: Thursday

4:30 H33

Maximum: 40

Many textbooks use dialogues as a tool to develop learners' oral communication skills. The presenter will demonstrate how to exploit dialogues in the form of maps, so that they can help learners gain confidence and be ready to produce language. There will be samples of map dialogues matching the learners' ability where they need controlled or moderately controlled practice before attempting free practice or role play.

## **MAC, THE NICE**

REYNOLDS, Eric

Offered: Tuesday

7:00 Castleview

Maximum: 30

Are you ready to be replaced and have your students taught by a computer? Well, not quite yet... This workshop will help teachers use equipment they already have (or affordable equipment they could acquire) to improve their teaching. The audience should have some limited computer experience for this problem-solving session. We will consider hardware, software, multimedia on a budget, classroom needs and uses. Before this session, please fill in a questionnaire next to the presentation sign-up sheet.

## **PHONICS IN THE CLASSROOM: LIOJ'S APPROACH**

SCHOLL, Mary; THURSTON, Gina

Offered: Monday & Wednesday 1:30 Green

Maximum: 20

The presenters have been piloting a new approach to teaching pronunciation and reading with ideas rooted in the production-based theories of language learning. They believe that their program helps students build a solid foundation for understanding and producing both written and spoken English. In this demonstration, the presenters will share philosophies, techniques, activities and materials. They will also ask participants to join in a short learning experience.

## **USING AUTHENTIC STORYBOOKS IN THE EFL CLASSROOM**

SCHOLL, Mary; THURSTON, Gina

Offered: Tuesday	7:00	Green	Maximum: 20
Offered: Thursday	1:30	Green	Maximum: 20

In this presentation the presenters will share ways of using children's storybooks in any level classroom with children and adults. They will describe LIOJ's current children's curriculum, which is based on story books, discuss activities which can be done with teenagers and adults, and give the participants an opportunity to try some of the activities. A bibliography of the presenters' favorite books will be provided.

## **SOME PRACTICAL IDEAS FOR HIGH SCHOOL ENGLISH CLASS**

SETO, Katsuyuki

Offered: Monday & Thursday	4:30	Castlevew	Maximum: 30
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We have difficulty teaching oral English when a class is geared toward a written exam, yet must introduce communicative lessons based on Monbusho guidelines. Meanwhile, the JET program has problems partly because of poor coordination between the AETs and JTEs. They could do a better job by working more closely together. I will show a demonstration class using some interesting exercises and games, followed by discussion and idea sharing.

## **ONCE UPON A TIME**

SRIPRACHAN, Wirattanaporn

Offered: Monday	4:30	H22	Maximum: 30
Offered: Friday	4:00	H22	Maximum: 30

This presentation will focus on how to make story-telling more interesting and effective in the language learning classroom. The presenter will demonstrate ways to use a variety of approaches, including miming, picture stories, sound prompts, facial expressions and repetition. Afterwards, participants will have the opportunity to ask questions and offer their own suggestions and ideas based upon the material presented.

### **TRANSLATION: WHAT TO WATCH OUT FOR**

TRAN VAN, Phuong

Offered: Thursday                      4:30      Hakone                      Maximum: 40

This presentation aims at illustrating basic points a translator should be aware of when translating. Focusing on dissimilarities that can result in a bad piece of translation, the presentation is comprised of three parts: equivalence in structure, equivalence in lexicon, and the conclusion. Several examples will be utilized to illustrate the content of the presentation.

### **AN ANALYSIS OF THE DIFFICULTIES FACED BY VIETNAMESE STUDYING ENGLISH**

TRAN VAN, Phuong

Offered: Monday                      4:30      Hakone                      Maximum: 40

This presentation aims at pointing out the main difficulties faced by Vietnamese studying English, stating the basic reasons which bring them about, analyzing the difficulties in terms of linguistics, culture and techniques, and finally suggesting ways to reduce the above obstacles to a minimum for better linguistic performance on the part of the learner.

### **HOW TO JUMP START THE QUIET STUDENTS**

YODNIL, Sittiporn

Offered: Thursday                      4:30      Sakura                      Maximum: 40

Offered: Friday                      4:00      Sakura                      Maximum: 40

One baffling problem for most ESL/EFL teachers is the majority of Asian students are often too shy to talk. Based partly on Dr. William Glasser's Control Theory, various demonstrations (science experiments, first aid, sports, cooking, paper folding) offer an excellent chance for quiet students to gather enough courage to talk. Strengths include *variety, flexibility* and just plain having *fun*. In addition, a good balance of verbal and nonverbal components in the process of demonstration seems to be an empowering force that can accommodate students with different learning styles.

## GUEST BIOGRAPHIES

**WILLIAM ACTON** graduated from the University of Michigan in 1979, then spent twelve years at the University of Houston doing ESL teacher education and research in second language pronunciation and accent reduction. He now teaches English conversation at Nagoya University of Commerce and Business Administration.

**NAOKO AOKI**, MA in Linguistics from Sophia University in Tokyo, taught Japanese as a second language for about ten years and currently teaches JSL methodology, discourse analysis and intercultural communication at Shizuoka University. She is also Japanese language editor of *The Language Teacher* and joint coordinator of JALT's Learner Development N-SIG.

**NARTNISA ARTHACHINDA** has taught ESL and American culture courses for several years at the Consortium, a refugee education program in Thailand. She is presently the supervisor of teachers working in a center devoted to promoting student-initiated learning.

**SUCHADA ASHMUN** received an MA in TESOL from Northern Illinois University in 1982 and taught ESL in public schools in Illinois for four years. She also worked with the Refugee Assistant Program in Ithaca, New York as a case manager, interpreter and ESL teacher for three years. She is presently an English instructor at Chiang Mai University in Thailand.

**AMPAI BOONYARUG** holds a BA in Education from Chulalongkorn University and an MA in Education (English) from Srinakharinwirot University in Bangkok. She worked for several years in a preparatory school for English before assuming a position as an instructor in the Faculty of Humanities at the University of the Thai Chamber of Commerce.

KIP CATES has a BA in Modern Languages and Linguistics from the University of British Columbia, Canada and an MA in Applied Linguistics from the University of Reading, UK. He is the coordinator of the *Global Issues in Language Education Network* and belongs to the organization "Educators for Social Responsibility". He has travelled in over forty countries worldwide and speaks eight languages - all badly! He currently teaches English at Tottori University and teaches a course on global education for the MA-in-TESOL Program of Teachers College, Columbia University, Tokyo.

HUMBERTO CERVERA holds an MA in Psychology from California State University, Los Angeles and an MA in Applied Linguistics from the University of Essex, UK. He has been teaching for seventeen years, the last ten in Mexico at the Autonomous University of Yucatan, where he is coordinator of the *Local Diploma Course for In-service Teachers of English* at the School of Education. He has taught in the United States, Mexico and Cuba, and is one of the founding members of the first self-access center in Mexican universities.

KEN ENOCHS teaches at International Christian University in Tokyo. For the past seven years he has taught in Japan, first conducting in-service training seminars for Japanese junior and senior high school English teachers, then teaching literature and composition to returnee high school students. At present, he is an instructor in the English Language Program at International Christian University. He holds a BA in American Literature and MEd in TESL.

STEVE EPSTEIN has worked in English language teaching for twenty years. He has an MA in TESOL from the United States International University. Currently he is the Education and Language Trainer at the Ministry of Justice in Laos PDR where he teaches English to supreme court judges, the Attorney General, members of the National Assembly and future lawyers. Steve has taught in Thailand, the Philippines, Nepal and Indonesia. He is also the lead ganza player for *Escola de Samba Sol e Mar*, San Diego's best samba band.

CHRISTINE FRANK entered the TEFL field in 1968 by teaching English in Nigeria for Graduate Voluntary Service Overseas. She has worked in secondary schools and adult education in Germany since 1976, and has been involved in teacher training since 1978 working for German institutions, Pilgrims Language Courses, Canterbury, and the British Council in Mexico, Columbia, Iraq and Thailand, as well as in Europe. Her publications include *Grammar in Action* and *Challenge to Think*.

JUDIT HORVATH grew up in Hungary. She is a lecturer in Hungarian language and Linguistics at the University of Aarhus, Denmark. She holds a Ph.D. in Hungarian Linguistics and an MA in Applied Linguistics from the University of Essex, UK. She has taught Linguistics and Hungarian as a Second Language at the University of Budapest, Hungary and at Indiana University, Bloomington, Indiana.

IMSOOK KIM holds an M.Ed in English Education from the Graduate School of Education at Ewha Women's University in Seoul, and is presently enrolled in the Ph.D course in Education at the University of Washington in Seattle. She has taught at Ewha Girls' High School in Seoul and is currently teaching at Ewha Girls' Foreign Language High School in Seoul.

ELIZABETH KING holds an MA in Education (EFL) from the University of Colorado. She worked with secondary students in Tanzania, and with Southeast Asian refugees and Japanese businesspeople, and as ESL Coordinator at the University of Colorado before coming to LIOJ for 3 years. She now teaches at International Christian University. This is her 9th Summer Workshop.

MICHAEL KLEINDL received his MA in TEFL/TESL from Southern Illinois University. He taught at LIOJ from 1981 to 1986 (the record for longest continuous endurance!), and has been an instructor at International Christian University for the last eight years. He has written poetry for twenty-five years, co-authored two books (one of which was published), and is currently writing two screenplays. He also likes to dabble in the art of magical entertainment.

SOOKYUNG LEE received her M.Ed in English Education from Ewha Women's University in Seoul. While at graduate school, she taught English as a part-time lecturer at Kyesung Girls' High School for one year. She presently teaches at the Language Institute of Ewha Women's University. Her major interests include oral proficiency development and authentic materials in language teaching.

VIRGINIA LO CASTRO is an assistant professor in the Division of Languages at International Christian University in Tokyo. She has been active in the field of applied linguistics in Japan since 1980 in various roles, including former editor of *Cross Currents* and *The Language Teacher*.

ROSS LONERGAN is from Vancouver, Canada. He has an MA in contemporary Chinese literature and has been teaching Chinese language, history and culture, as well as ESL, for a number of years. Ross is currently faculty coordinator at Harbourside College and an instructor at Langara College in Vancouver. His interests include classical music and jazz, movies and reading.

AYAKO MATSUMOTO has an MA in English literature from Waseda University. She teaches both junior and senior high school students at Tokiwamatsu Gakuen. She is interested in poetry and *ikebana*.

DON MAYBIN received his MA in Applied Linguistics from the University of Essex (UK). He has been teaching for twenty years - most of them in Japan - with students of all ages and levels. He is a former director of LIOJ and presently teaches at Fuji Phoenix College at the base of Mount Fuji. He loves cooking - and eating - spicy foods.

SHINICHI MIYAWAKI is National Director for Japan of *Up With People*, which is a Colorado-based intercultural education program for young adults. He traveled on the road with *Up With People* from 1986 to 1990, as a student, a promotion coordinator and a finance manager. He studied dentistry and liberal arts in both Japan and the U.S.

TIM MURPHEY, Ph.D, is a professor at Nanzan University in Nagoya. He researches alternative learning forms and NLP applications. His publications include *Teaching One to One* (Longman, 1991) and *Music and Song* (OUP, 1992).

SUZY NACHTSHEIM is an associate professor in the Department of Literature of Tamagawa University, Tokyo and also works for Matsuka Phonics Institute, an English education research and teacher-training institute. She was employed by the Yokohama City Board of Education for eight years and holds an MA in English from Andrews University, Michigan.

KEISUKE NAKAYAMA is managing director of the MRA Foundation and director of Asia Center Odawara. In his youth, he was deeply involved in the cultural exchange program, "Up With People" and travelled to the Americas and throughout Asia. Prior to joining the MRA Foundation in July, 1992, he worked with the international joint venture company JATCO as administrative manager.

PAUL NATION is an Associate Professor at the English Language Institute in Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, and Finland. His specialist interests are language teaching methodology and vocabulary learning.

CHRISTINA NG has an M.Ed in Language Education and an MA in Special Application of Linguistics from the University of Birmingham, UK. She has experience in ESL teaching in the UK, Singapore and Hong Kong. She is currently a lecturer at the City Polytechnic of Hong Kong.

SURAI PONGTONGCHAROEN is emeritus professor of Srinakharinwirot University, Thailand. She received her MA in English Language from the University of Michigan. She is a former chairperson of the Department of Linguistics at SWU, and also the Past-President of Thai TESOL.



**KATSUYUKI SETO** is a graduate of Toyota Technical College. After working for a computer software firm, he taught at ECC language school and the YMCA in Nagoya for 20 years. Five years ago he started his own language school. He teaches a variety of classes using different methods.

**MASAHIDE SHIBUSAWA** is Executive Director of the MRA Foundation, which sponsors LIOJ and other intellectual exchange activities. He is a graduate of Tokyo University and has participated in programs at Stanford University, Cornell University, and the Universitas Satya Wacana of Central Java. He has also been a visiting scholar at the Royal Institute of International Affairs in London, the University of Alaska, and Portland State University, and has published numerous works.

**WIRATTANAPORN SRIPRACHAN** received a BA in English from Srinakharinwirot University, Prasarnmitr Campus in 1986. Since then, she has taught English at the secondary level and presently teaches at Panomsarakam School in Chachoengsao, Thailand. She is also enrolled in the Diploma Program for Teaching English at Srinakharinwirot University.

**TRAN VAN PHUONG** is a senior lecturer in English in the Department of English of Hue University of Pedagogy in Vietnam. He is also the Director of STAFOL (Starting Foreign Languages) Language Center in Hue and a visiting professor at the University of Hue in the Department of English. He has taught in a variety of institutions for over twenty-five years and, along with English, is also fluent in French and conversant in German.

**WANG CHANGQI** received her MAT in TESL from Georgetown University, Washington, DC. She is a retired Associate Professor from Beijing Second Foreign Language Institute, Beijing, China. In addition to teaching as an EFL instructor from 1960, she functioned as an administrator from 1984 to 1987. She is a former instructor in LIOJ's Business Communication Program and now team teaches in Gyoshu High School, Numazu, and is a professor at Fuji Phoenix College in Gotemba. Wang is interested in plays, Peking Opera, sightseeing, reading and socialising.

**ETSUKO YATATE** graduated from Tsuda College. She has been teaching at Tokiwamatsu Gakuen Junior and Senior High School for over twenty years. Her current interest is in teaching global issues to senior secondary school students.

**SITTIPORN YODNIL** graduated with a certificate in Education from Nakorn Sawan Teachers' College in 1968, then worked as a teacher of English to elementary-level Thai students. He finished both his BA and MA degrees in Education at Srinakharinwirot University, Prasarnmitr Campus. Since his graduation in 1980, he has been teaching foundation English and EAP for undergraduate students at Chulalongkorn University. He is married with three children aged fifteen, thirteen and twelve.

## LIOJ FACULTY & STAFF BIOGRAPHIES

ALBERTO CARBONILLA, JR. has a B.S. in Business Administration from the University of the Philippines. He was a CPA, stage-actor and singer. He worked for the International Catholic Migration Commission as ESL Teacher and Cross-cultural Trainer for 6 years; then, as the Curriculum Developer-Training Officer for International Social Service. He also trained hotel managers, and Filipino overseas workers. His interests include travelling, swimming, theater, and movies.

STEVE CORNWELL has held a variety of jobs, including management consultant and data processing instructor. He has taught in the United States, Ecuador, and Japan. In addition to graduate degrees in Arts Administration and Theatre Arts, he is a candidate for an MAT from the School for International Training in Vermont. Steve also has a certificate in ESL from the New School for Social Research.

KEN FUJIOKA received a BS in Petroleum Engineering from Marietta College in Ohio, then worked as a petroleum engineer for two years in Texas. After moving to Fort Worth, Ken studied at seminary where he received a Master's degree in Theology. Then he went to California State University for his MA in Linguistics, and taught ESL at the American English Institute. After teaching in LIOJ's Business Program for three and a half years, Ken now serves as director of LIOJ. He likes all sports, and collects castle telephone cards.

JAMES KAHNY has a BA in German and Political Science from Western Washington University. He is currently team teaching in Matsuda town junior high schools. Jim coordinates various LIOJ programs, including high school intensive courses, the Thailand/Japan Team Teaching Exchange, Matsushita *Sei-Kei Juku*, Odawara City Hall, MOA Museum of Art, The Hakone Open-Air Museum, and Kyoritsu Kensetsu.

**KAZUMI MASUDA** is responsible for accounting details, among other office duties. She was an English literature major at Ohtsuma Women's College. Her hobbies include watching movies and scuba-diving, and she can often be found in the waters off the Izu Peninsula.

**KAZUKO MIZUKAMI** works primarily with the Community Program. She was a Japanese Literature major at Komazawa College, and became a teacher of Japanese for ten months in Australia. Her hobbies include watching movies and playing volleyball. This is her first Workshop.

**KAORU OGURA** is responsible for financial matters and overseeing Community and other special program details. She supervises inner-office business and serves as a liaison with Asia Center Odawara staff. This is her 10th Workshop and she feels it's the most enjoyable part of her job at LIOJ!

**MIYUKI OHNO** is the general manager of LIOJ — and a former, long-term student of the LIOJ Community Program. Besides overseeing all office operations, she represents LIOJ at MRA Foundation meetings. She enjoys studying tea ceremony.

**ERIC REYNOLDS** attended the University of Arizona, studying Astronomy and Physics, until it proved so difficult that he switched to English Literature. To learn about the Humanities, he traveled through Europe and North America. He has taught English in Bellevue, Washington and Gotemba, Shizuoka. His new challenge is triathlon.

**MARY SCHOLL** studied public policy analysis at the University of North Carolina, then taught Spanish to children in North Carolina, teenagers in Rochester, New York and university students in Vermont. She studied teaching English and Spanish at the School for International Training in Brattleboro, Vermont. Her interests include traveling, drinking coffee, and writing.

GINA THURSTON is from Ontario, Canada. She is a graduate of Queen's University with Bachelor degrees in both English and Education. Before coming to Japan, she worked as a counsellor with developmentally-challenged adults. She has been in this country since November, 1992 teaching EFL and satiating her travelling bug.

## ABOUT LIOJ

LIOJ is a private organization supported by the MRA House of Japan, a non-profit educational foundation. It was founded in 1968 by Masahide Shibusawa and Toneko Hirai (formerly Kimura), with Rowland Harker as the first director.

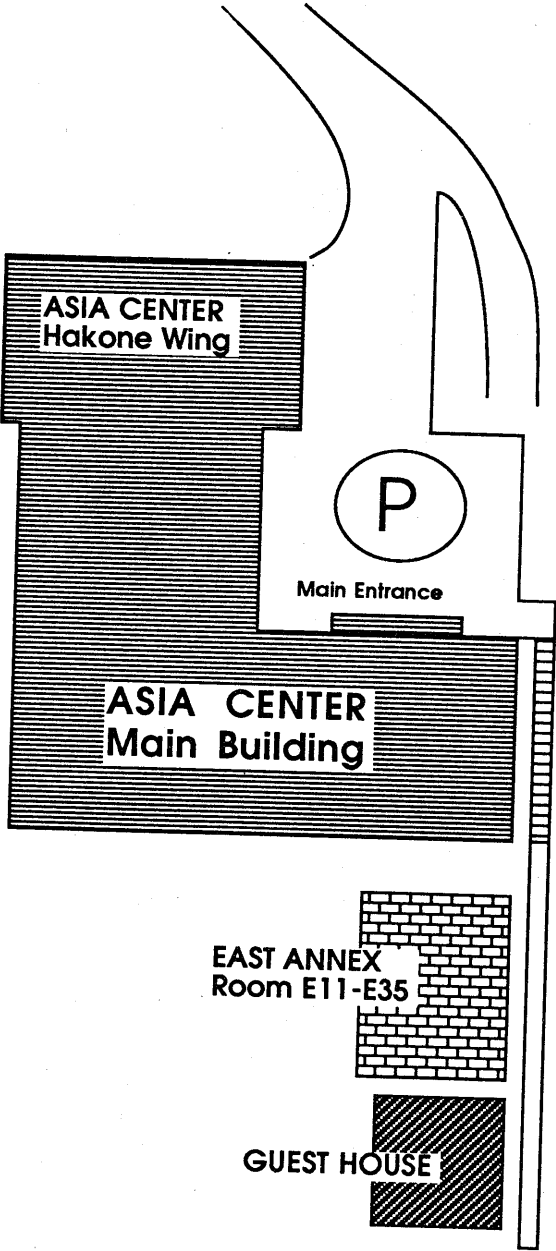
LIOJ began as an experimental school specializing in preparing Japanese to work and/or study abroad. Emphasis is placed on interaction more than analysis, and creative teaching is encouraged with a curriculum that consists more of ideas than materials or methods. Teachers are also encouraged to pursue 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 evolved and changed to meet new needs. In 1969, we offered our first Summer Workshop for Teachers of English and our first intensive residential program for university students. Two years later, community courses for residents of Odawara were added. In 1972, we opened our intensive, residential courses in business English. That same year marked the appearance of our respected academic journal, *Cross Currents*, which was published for approximately twenty years. LIOJ was also the site of the first annual TEFL Conference in Japan in 1975, which was instrumental in the creation of the Japanese Association of Language Teachers (JALT). In 1988, LIOJ founded a well-respected team teaching program - the International Understanding Program - which carries on today in junior high schools in Odawara and Matsuda.

Over 3,000 English teachers have now attended LIOJ's Summer Workshop, more than 5,000 business people completed the residential Business Communication Program, approximately 20,000 local residents have participated in the Community Program, while over 200 teachers and students from Thailand, Korea, Hong Kong, the Philippines, and other countries have participated in LIOJ's programs.

In the future, LIOJ will continue to provide the highest quality language, communication and cultural training while strengthening and expanding ties with institutions and people in Asia — and around the world.

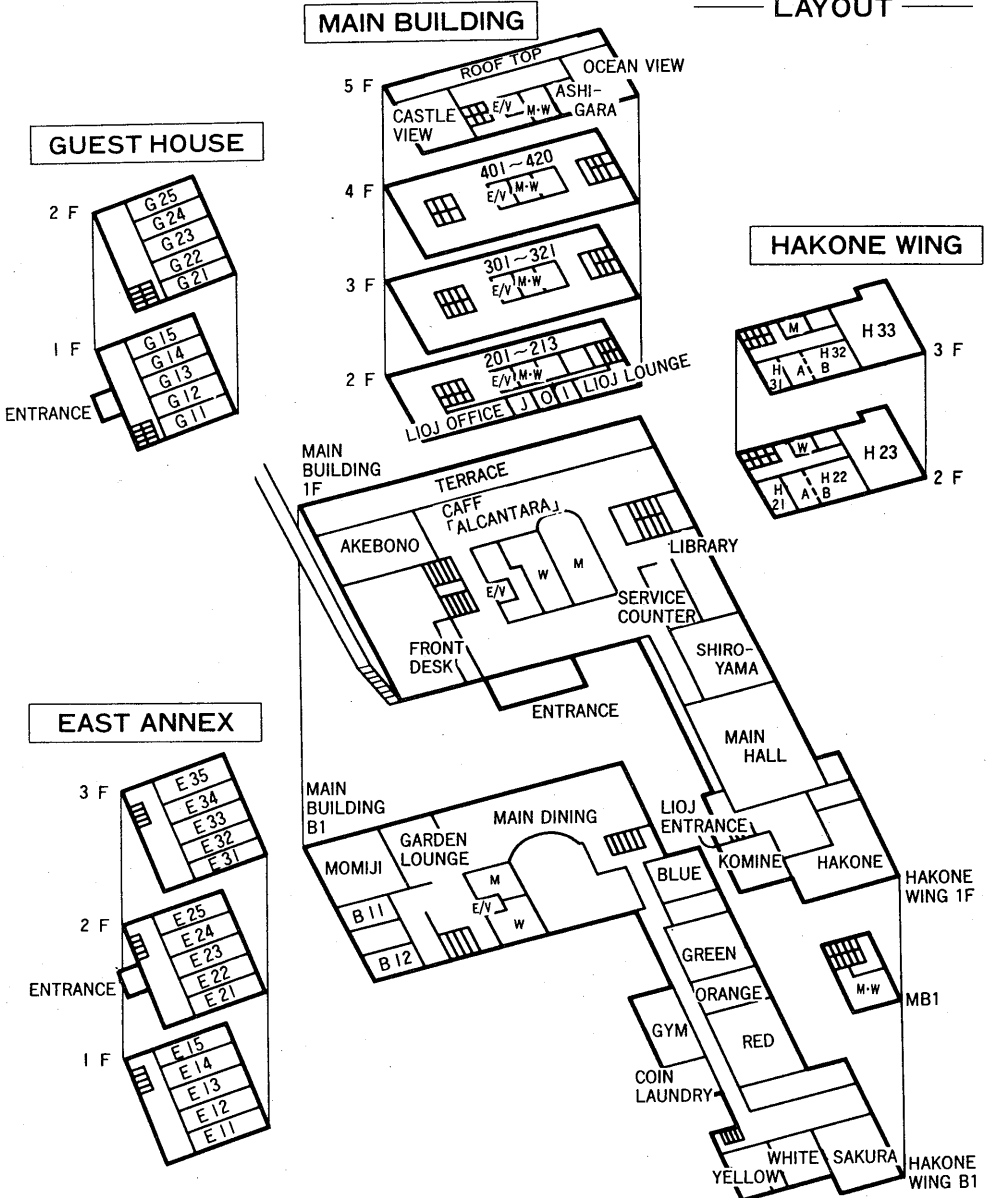
Asia Center ODAWARA Building Location



# Asia Center ODAWARA Building Map



## LAYOUT







MEMO

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