

***27th Annual
International Summer Workshop
for
Teachers of English***

August 6-12, 1995

LIOJ

LANGUAGE INSTITUTE OF JAPAN

**ASIA CENTER ODAWARA
Odawara, Kanagawa**

27th Annual
International Summer Workshop
for
Teachers of English

August 6-12, 1995

LIOJ
LANGUAGE INSTITUTE OF JAPAN

ASIA CENTER ODAWARA
Odawara, Kanagawa

TABLE OF CONTENTS

Basic Information	2
Daily Schedules	6
Daily Presentation Schedules	13
Featured Speakers	19
Visiting Instructors	20
International Scholars	21
Morning Class Descriptions	23
Presentation Descriptions	26
Guest Biographies	43
LIOJ Faculty & Staff Biographies	50
About LIOJ	52
Asia Center Odawara Maps	53

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
9:00 - 12:00	Morning Classes
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 am.

SIGN-UP PROCEDURE

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

PUBLISHERS' DISPLAY

The publishers' display will be in Main Hall on Tuesday afternoon from 12:00. *If you have original materials you would like to display, please let the LIOJ office staff know upon your arrival on Sunday.*

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. This *International Night* was held two years ago- and it has been one of our most successful events!

This year this special event will 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 *Taiko Performance*... 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 two panels made up of LIOJ staff 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 1: *English Education in Asia*

KAHNY, Jim

PANEL MEMBER: Sungsil Ahn (Korea)
Chaleosri Pibulchol (Thailand)
Sok Chanmol (Cambodia)
Nyoman Riasa (Indonesia)

Tuesday, 4:30 Momiji

What is English education like in other Asian countries? In what ways is it similar to or different from English study in Japan? During this panel discussion, teachers from Cambodia, Indonesia, Korea, and Thailand will give a brief introduction to English education in their countries. Time will be allotted for asking questions.

PANEL 2: *English Education in Asia*

KAHNY, Jim

PANEL MEMBER: Doray Espinosa (The Philippines)
Hengnakhone Keovisien (Laos PDR)
Wai-king Tsang (Hong Kong)

Thursday, 4:30 Momiji

What is English education like in other Asian countries? In what ways is it similar to or different from English study in Japan? During this panel discussion, teachers from Hong Kong, Laos, and the Philippines will give a brief introduction to English education in their countries. Time will be allotted for asking questions.

DAILY SCHEDULES

SUNDAY, AUGUST 6th

- 11:00 Workshop Orientation (Main Hall - 1F)
- 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):
English Teaching in a Global Age
Kip Cates
Tottori University
- 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 (Momiji Room)

MONDAY, AUGUST 7th

9:00 - 12:00	Morning Classes
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 -	Up On The Roof : Free Time

Notes:

TUESDAY, AUGUST 8th

9:00 - 12:00	Morning Classes
12:00 - 1:30	Lunch
12:00 -	Publishers' Display Opens (Main Hall)
1:30 - 3:00	Presentations by Featured Presenters and LIOJ Faculty
3:00 - 4:30	Open
4:30-6:00	Presentations by International Scholars /Panel Discussion 1
6:00 - 7:00	Dinner
- 7:00	Publishers' Display Closes
7:00 -	Open

Notes:

WEDNESDAY, AUGUST 9th

9:00 - 12:00	Morning Classes
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 10th

9:00 - 12:00	Morning Classes
12:00 - 1:30	Lunch
1:30 - 3:00	Presentations by Featured Presenters
4:30 - 6:00	Presentations by International Scholars /Panel Discussion 2
6:00 - 7:00	Dinner
7:00 - 8:30	Presentations by Featured Presenters and LIOJ Faculty

Notes:

FRIDAY, AUGUST 11th

9:00 - 12:00	Morning Classes
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	Closing Address (Main Hall) <i>Interpreting and Translating as Aids to Language Understanding</i> Sen Nishiyama Japan Society of Translators
8:30 - 9:00	Closing Ceremony (Main Hall)
9:00	Farewell Party (Hakone Room)

Notes:

SATURDAY, AUGUST 12th

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

Cates	<i>English Teaching in a Global Age</i>	Main Hall
-------	---	-----------

4:30-6:00

Cates	Innovative Approaches to Global Issues	Hakone
Churchill & Harris	Crossing Borders and Crossing Barriers	H22
Hale	Closed Captioned Video Activities	Oceanview
Laroy	Pronunciation Thru Music	Sakura
Paul	Motivating J/SH Students to Communicate	H23

MONDAY PRESENTATIONS

1:30-3:00

Churchill & Harris	Improving Communication Thru Simulation /Gaming	H22
Fujioka	Postcards-"Wish you were here!"	Hakone
Kahny	Team Teaching Greatest Activities	Castlevew
Laroy	Thinking in English	Sakura
Paul	Motivating Students to Read & Write thru Phonics	H23

4:30-6:00

Boon-Long	Activating Speaking Skills in ESL Classroom	H23
Jitsopa	Comfort, Unconscious Learning, and Interaction Can Be Created	Castlevew
Tsang	Teaching a Conversational English Class	H22
Tsubuku	Our Attempts at Teaching Communicative English	Oceanview
Won-shill	Teaching Listening Comprehension	Sakura

7:00-8:30

Carbonilla	The Education Beat	H22
Cates	Bringing the World Into the Classroom	Hakone
Epstein	Tell Me a Story	H23
Hale	Pair Up! Activities for Pairs and Small Groups	Oceanview
Shibusawa	My Life Living Overseas	Sakura

TUESDAY PRESENTATIONS

1:30-3:00

Carbonilla Cates	A Quest for Questions: The Post-Experience Learning and Teaching the Languages of the World	Green Hakone
Churchill & Harris Hale Laroy Paul	Crossing Borders and Crossing Barriers	H22
	AIDS Awareness in Your Classroom	Oceanview
	Meaningful Grammar	Sakura
	Training Elementary School Children to be Active Learners	H23

4:30-6:00

PANEL 1: Jitsopa	<i>English Education in Asia</i>	Momiji
	Comfort, Unconscious Learning, and Interaction Can Be Created	Castlevew
Keovisien	Stories into Songs, Songs into Stories	H23
Somboontakerng	Better Pronunciation	Oceanview
Won-shill	Teaching Listening Comprehension	Sakura

WEDNESDAY PRESENTATIONS

1:30-3:00

Carbonilla	The Education Beat	H22
Fujioka	Postcards-"Wish you were here!"	Hakone
Hale	Closed Captioned Video Activities	Oceanview
Kusuya	How to Teach/Guide Discussion	Castleview
Paul	Motivating J/SH Students to Communicate	H23

4:30-6:00

Cates	Innovative Approaches to Global Issues	Hakone
Davis	"I Don't Understand! Now What?"	H22
Kahny	Orienting Students to Team Teaching	Castleview
King	The Literature Resource: Why, What, and How	H23
Laroy	Pronunciation thru Music	H23
		Sakura

THURSDAY PRESENTATIONS

1:30-3:00

Carbonilla
Cates
Kleindl
Kusuya
Paul

A Quest for Questions: The Post-Experience
Bringing the World into the Classroom
Public Speaking Skills
Teaching Culture: A Method that Works
Motivating Students to Read & Write Thru
Phonics

Green
Hakone
Oceanview
Castleview
H23

4:30-6:00

PANEL2
Boon-Long
Riasa

English Education in Asia
Activating Speaking Skills in ESL Classroom
Successfully Coping with Teacher's Isolation
in a Gold Exploration Base Camp
Our Attempts at Teaching Communicative
English

Momiji
H23
Castleview

Oceanview

7:00-8:30

Davis
Enochs
Hale

Oops: Are Our Students Catching On?
August in Africa
Pair Up! Activities for Pairs and Small
Groups
Team Teaching Greatest Activities
Thinking in English

H22
Hakone
Oceanview

Castleview
Sakura

Kahny
Laroy

FRIDAY PRESENTATIONS

1:30-3:00

Cates	Learning and Teaching the Languages of the World	Hakone
Davis	The Funnies aren't Just Funny Anymore	H22
Hale	AIDS Awareness in Your Classroom	Oceanview
Kusuya	Designing Curriculum for the Culture-Conversation Classroom	Castleview
Laroy	Meaningful Grammar	Sakura
Paul	Training Elementary School Children to be Active Learners	H23

4:30-6:00

Ahn	Teaching Monolingual Classes	H23
Chanmol	Techniques for Teaching in Difficult Circumstances	Castleview
Pibulchol	Cooperative Learning in the Classroom	Sakura
Somboontakerng	Better Pronunciation	Oceanview

7:00-8:30

Nishiyama	<i>Interpreting and Translating as Aids to Language Understanding</i>	Main Hall
-----------	---	-----------

FEATURED SPEAKERS

Kip Cates

Tottori University

Eton Churchill

Kyoto Nishi High School

Randall Davis

Tokyo Gaigo Business Academy

James Hale

Sundai ELS Language Center

Brenda Harris

Kyoto Nishi High School

Mike Kleindl

International Christian University

Bev Kusuya

Kokushikan University

Clement Laroy

Pilgrims School, UK

Sen Nishiyama

Japan Society of Translators

David Paul

David English House

Masahide Shibusawa

Executive Director, MRA Foundation

VISITING INSTRUCTORS

Ken Enochs

International Christian University

Steve Epstein

SWEROAD, Laos PDR

Elizabeth King

Notre Dame Women's University

Sonia Yoshitake

International Christian University

INTERNATIONAL SCHOLARS

Sungsil Ahn
Nanwoo Middle School

Varunee Boon-Long
Chiang Mai University

Sok Chanmol
Takeo High School

Anchalee Jitsopa
Thai TESOL

Hengnakhone Keovisien
SWEROAD, Laos PDR

Chaleosri Pibulchol
Srinakharinwirot University

Nyoman Riasa
Bali Language Centre

Thiraboon Somboontakerng
Chulalongkorn University Language Institute

Wai-King Tsang
City University of Hong Kong

Fumio Tsubuku
Imaichi Senior High School

Yi Won-shill
On-soo High School

MORNING CLASS DESCRIPTIONS

Listed in alphabetical order by instructor.

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 LITERATURE, LANGUAGE AND YOU

ENOCHS, Ken

Offered: Monday-Friday 9:00 H22

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 'spring board' for both stimulating language learning activities, as well as an opportunity for participants to share their own opinions, perceptions and experiences. No previous experience with literature is required for this course.

B WRITE OR YOU'RE WRONG!

EPSTEIN, Steve

Offered: Monday-Friday

9:00 Hakone

The way to learn to write is to write. Participants will unlock their own creative writing skills through a series of exciting exercises. Passages from literature, music, songs and games will spark and inspire our writings. These same exercises can also be adapted to your own classroom. We will write short stories and essays. And some writings will be published in the LIOJ Writer's Journal. May be one of our participants will be the next Japanese winner of the Nobel Prize for Literature!

C I SEE!

ESPINOSA, Doray & NEWELL, Susan

Offered: Monday-Friday

9:00 Castlevue

... and, often, if we look close enough, we begin to understand what we see. Visual materials such as posters, slides, cartoons, film clips, TV ads, news photos, symbols and trademarks, magazine covers, story boards, picture cards, and just about anything that we can see and talk about, will be used for discussion. Participants will share ideas and opinions not only about the materials themselves, but also how these can be used as effective tools for teaching English.

D EXPRESS YOURSELF!

JONES, Rebecca

Offered: Monday-Friday

9:00 Oceanview

In this class participants will enhance their powers of description, explanation, and self-expression through a range of interactive and interesting communicative activities. Class members will engage in role plays, dialogues and other means to enhance communication. Those wanting to 'brush up' on useful lexical and vocabulary items, phrasal verbs, idiomatic expressions and 'chase away' those prepositional 'blues', this is the class for you!

E TOTAL COMMUNICATION THROUGH DRAMA

KING, Elizabeth

Offered: Monday-Friday

9:00 H23

The focus of this class is not on performance, and requires no special talent! Instead, it is intended for those who wish to develop a more confident and dynamic classroom presence in English. A variety of drama exercise, involving voice training, role play, and nonverbal expression, will be used to practice coordinating body, speech, and mind. (However, to fulfill our secret aspirations, and because teachers need playtime, too, we will also create and give a performance!)

F CULTURAL AWARENESS

YOSHITAKE, Sonia

Offered: Monday-Friday

9:00 Sakura

This class is designed to develop cultural awareness through reading activities and discussions on Japanese and Western values, priorities and practices. We will look into potential sources of conflict at the interface of culture using both American and Japanese movies. Practical classroom activities to support teachers in their efforts to help students foster cultural awareness and sensibility as well as competence in language proficiency will be suggested.

PRESENTATION DESCRIPTIONS

Listed in alphabetical order by presenter.

TEACHING MONOLINGUAL CLASSES

AHN, Sungsil

Offered: Friday

4:30

H23

Maximum: 20

Most learners can be found in 'monolingual' classes. Monolingual classes are different from multilingual classes. The student's 'L1', that is, the language which they share other than English, can be a problem in the classroom. However, L1 can be a valuable resource if it is used at appropriate times and in appropriate ways. In this presentation, we will discuss how teachers can use a modern, communicative methodology which integrates selective and limited use of the L1. Some successful methods for pair and group work in monolingual classes will be suggested. Also this presentation will deal with using translation activities and helping students to optimize their learning both inside and outside the classroom.

ACTIVATING SPEAKING SKILLS IN ESL CLASSROOM

BOON-LONG, Varunee

Offered: Monday & Thursday

4:30

H23

Maximum: 20

Speaking a second language requires not only a mastery of the language but also an adequate degree of confidence. Various techniques will be used in the presentation to activate and to stimulate the speaking skills of the ESL learners so that they will be able to reach their maximum learning potential.

THE EDUCATION BEAT

CARBONILLA, Alberto

Offered: Monday	7:00	H22	Maximum: 20
Offered: Wednesday	1:30	H22	Maximum: 20

Stop and smell the flowers! Better yet, stop and think about these questions: what kind of teacher am I? what do I think about my students? my classroom? what am I teaching? This session will provide the participants with an entertaining tool for reflecting on their educational philosophy — a song about a kid, the rainbow, and yes, flowers!

A QUEST FOR QUESTIONS: THE POST-EXPERIENCE

CARBONILLA, Alberto

Offered: Tuesday & Thursday	1:30	Green	Maximum: 15
-----------------------------	------	-------	-------------

What do you do after an experiential learning activity? How can you "seize the moment" and maximize it? In this session, participants will go through an authentic learning event and will 'make sense' of this experience by responding to a set of processing/debriefing questions. These questions will provide participants with an opportunity to facilitate their own learning in a structured, yet flexible way.

INNOVATIVE APPROACHES TO GLOBAL ISSUES

CATES, Kip

Offered: Sunday & Wednesday	4:30	Hakone	Maximum: 20
-----------------------------	------	--------	-------------

We live on a small blue planet facing global issues such as war, poverty, prejudice and pollution. Global education is a new approach to teaching which aims at helping students acquire the knowledge, skills and commitment needed to solve these problems. This presentation will introduce a variety of exciting new ideas and techniques for teaching global issues such as peace, human rights and the environment. Participants will have a chance to examine global education teaching materials and discuss how to incorporate the study of social issues into their language classes.

BRINGING THE WORLD INTO THE CLASSROOM

CATES, Kip

Offered: Monday	7:00	Hakone	Maximum: 20
Offered: Thursday	1:30	Hakone	Maximum: 20

Internationalize your teaching with class activities dealing with the countries, cultures and peoples of the world! Find out how to stimulate your students' sense of world citizenship while developing their English language skills! This presentation will introduce innovative ideas for promoting global literacy and international understanding in English classes. Participants will experience and discuss EFL lessons on international themes and learn how to open up their classrooms to the multicultural world we live in.

LEARNING AND TEACHING THE LANGUAGES OF THE WORLD

CATES, Kip

Offered: Tuesday & Friday	1:30	Hakone	Maximum: 20
---------------------------	------	--------	-------------

What do French or Russian sound like? How do you say "Hello" in Arabic or Spanish? How can you recognize Korean 'hangul' or write Egyptian hieroglyphics? If you've ever wondered about these questions, this session is for you! In our increasingly global age, our students need to become familiar with the key languages of the world. The EFL classroom can be an exciting place to teach this language awareness. So, come along and become an "instant linguist" as you learn how to teach your students about the languages and writing systems of the world. Those attending will come out of this session "multilingual" and able to speak seven world languages fluently!

TECHNIQUES FOR TEACHING IN DIFFICULT CIRCUMSTANCES

CHANMOL, Sok

Offered: Friday

4:30

Castleview

Maximum: 20

Because of the lack of resources in Cambodian schools, teachers must find ways of teaching without electricity, paper or even textbooks. In response to such difficult circumstances, certain learner-centred techniques have been tried and tested which require only the teacher, the students and the blackboard, as resources. This workshop demonstrates some of those techniques and seeks to promote the appropriacy of low-tech approaches in the developing world.

CROSSING BORDERS AND CROSSING BARRIERS

CHURCHILL, Eton & HARRIS, Brenda

Offered: Sunday

4:30

H22

Maximum: 20

Offered: Tuesday

1:30

H22

Maximum: 20

In this class, participants will take part in three different activities designed to stimulate student-to-student discussion in the context of international relations. The first activity is designed to develop functional language skills in mid-to-high beginners. The second activity requires students to teach each other country-specific information in a question-answer format as they practice targeted grammar and vocabulary. While this activity is used as a step in preparation for a Model United Nations simulation, it promotes oral communication and increases global awareness in intermediate learners. The final activity, the Model United Nations, allows students the opportunity to practice several different structures while empowering them with the experience of representing a country's position on a current international issue.

IMPROVING COMMUNICATION THROUGH SIMULATION/GAMING
CHURCHILL, Eton & HARRIS, Brenda

Offered: Monday 1:30 H22 Maximum: 20

Participants will engage in a 60-90 minute structural experience, (SABOTEUR) suitable for improving interpersonal and social skills. The structure of the simulation will focus on barriers (or perceived barriers) to communication. A handout of simulation/games in the areas of global education, conflict resolution, language and debriefing techniques will be provided as well.

"I DON'T UNDERSTAND! NOW WHAT?"

DAVIS, Randall

Offered: Wednesday 4:30 H22 Maximum: 20

Are Japanese students really shy as many assume, or are they just unequipped to ask questions when they are at a loss? This presentation will explore the topic and will suggest ways teachers can help students—studying any language—take control of their own learning through the use of role-plays, surveys, games, and clarification questions.

OOPS: ARE OUR STUDENTS CATCHING ON?

DAVIS, Randall

Offered: Thursday 7:00 H22 Maximum: 20

While much of our interest in teaching focuses on spoken language we can describe concretely in written terms, we often ignore one of the most intriguing elements of the spoken language: paralinguage. The use of paralinguage including hesitation pauses (e.g., uh-huh and umm) is not taught in the classroom because we are not aware of how pervasive these sounds are. The presentation will describe how to help students make paralinguage more a part of their daily speech using activities such as pair practice, English and Japanese comic strips, and cue cards.

THE FUNNIES AREN'T JUST FUNNY ANYMORE

DAVIS, Randall

Offered: Friday

1:30 H22

Maximum: 20

One authentic material that has emerged over the past few years as an innovative teaching tool has been the comic strip. In fact, comic strips, comic books, and cartoons appeal to all ages (especially in Japan) and present culture and language in context. Furthermore, students are more willing to read something they find fun to work with. The presenter will show how to take advantage of English and Japanese comic books and comic strips to teach grammar, listening and speaking, reading, writing, and culture.

AUGUST IN AFRICA

ENOCHS, Ken

Offered: Thursday

7:00 Hakone

Maximum: 20

Sounds hot, but the highlands of East Africa are refreshingly cool as the presenter discovered on a trip to Kenya and Tanzania after last year's Summer Workshop. In this narrated slide presentation, a variety of colorful pictures will take you on safari through three of Northern Tanzania's famous wildlife parks and ultimately on a climb to the top of snow-covered Mt. Kilimanjaro, which at 5,895 meters is the highest mountain in Africa. Questions will be welcome throughout the presentation.

TELL ME A STORY

EPSTEIN, Steve

Offered: Monday

7:00

H23

Maximum: 20

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 Yoshi was very lazy. One day Everyone likes to hear a story. Telling stories can be a dynamic productive language learning technique. Students learn new vocabulary words and structures in a meaningful and enjoyable way. In this presentation, participants will learn effective techniques for teaching stories. The participants will also learn creative ways to exploit these stories to focus on particular aspects of English. So, sit back, relax and hear the story of Yoshi and two other tales. Don't forget to bring your ears!

POSTCARDS-"WISH YOU WERE HERE!"

FUJIOKA, Ken

Offered: Monday & Wednesday

1:30

Hakone

Maximum: 20

Interactive communication with postcards? *Not Possible! Find out and see for yourself.* In this workshop participants will explore and practice ways to make postcard writing more interesting. Activities to generate a sense of excitement and anticipation for the students' first day of class will be introduced and discussed.

CLOSED CAPTIONED VIDEO ACTIVITIES

HALE, James

Offered: Sunday

4:30

Oceanview

Maximum: 20

Offered: Wednesday

1:30

Oceanview

Maximum: 20

Imported versions of new films are closed captioned, but watching a full length commercial film at one sitting can be a difficult experience for ESL students. At this presentation, the presenter will demonstrate how to take an entire commercial film, divide it into 15-20 minute segments, and develop a variety of exercises for each section to promote student interest.

PAIR UP! ACTIVITIES FOR PAIRS AND SMALL GROUPS

HALE, James

Offered: Monday & Thursday 7:00 Oceanview Maximum: 20

As educators, we know that participation is absolutely essential if students expect to improve in spoken English. A student-centered classroom needs student input in order to meet the objectives of a non-teacher-dominated learning situation. This demonstration will acquaint instructors with activities which provide non-threatening speaking practice in small groups or pairs, are student-centered and are designed to foster and encourage peer correction, interaction and establish positive group dynamics.

AIDS AWARENESS IN YOUR CLASSROOM

HALE, James

Offered: Tuesday & Friday 1:30 Oceanview Maximum: 20

This workshop will provide participants with information, materials and activities designed to promote AIDS awareness in the EFL classroom. The presenter will show how to implement the most current information and material using the four skill areas of the target language. In addition, commercial films and music will be used to heighten awareness. Discussions and questions are encouraged throughout.

COMFORT, UNCONSCIOUS LEARNING, AND INTERACTION CAN BE CREATED

JITSOPA, Anchalee

Offered: Monday & Tuesday 4:30 Castlevue Maximum: 20

The presenter will introduce techniques to activate all four skill areas as well as vocabulary will 'awakening' students' unconscious learning. A variety of activities with easily-produced teaching aids will be demonstrated.

TEAM TEACHING GREATEST ACTIVITIES

KAHNY, Jim

Offered: Monday	1:30	Castleview	Maximum: 20
Offered: Thursday	7:00	Castleview	Maximum: 20

LIOJ teachers have been team teaching with JTEs in Odawara city and Matsuda town junior high schools for more than six years. Together they have tried hundreds of classroom language activities. Many have worked successfully (and many haven't). In this presentation, participants will experience the team teaching activities that have been most popular with both teachers and students.

ORIENTING STUDENTS TO TEAM TEACHING

KAHNY, Jim

Offered: Wednesday	4:30	Castleview	Maximum: 20
--------------------	------	------------	-------------

At the outset of the school year, it is customary for the teacher to explain course objectives in terms that are relevant to the students. An English team teaching course should not be an exception to this rule. During this session, participants will examine various points that teachers could include when orienting Japanese students to a team teaching course.

STORIES INTO SONGS, SONGS INTO STORIES

KEOVISIEN, Hengnakhone

Offered: Tuesday	4:30	H23	Maximum: 20
------------------	------	-----	-------------

Our students love songs and our students love stories. And many songs are, in fact, stories. In this workshop we will explore the possibilities of teaching these particular kind of songs. Participants will learn how to use these songs to develop student writing skills.

THE LITERATURE RESOURCE: WHY, WHAT, AND HOW

KING, Elizabeth

Offered: Wednesday

4:30 H23

Maximum: 20

Why use literature as content for language teaching when coursebooks focus on the level and language students need? Isn't literature appropriate content only for advanced students? Won't cultural barriers make the use of literature too difficult for students, or even for teachers? The presenter will discuss her own criteria for using literature as rich and motivating content in the language class, and for selecting material appropriate to students' levels and interests. A variety of literature-based activities will be described.

PUBLIC SPEAKING SKILLS

KLEINDL, Mike

Offered: Thursday

1:30 Oceanview

Maximum: 20

This lecture will introduce tips and techniques to improve public speaking skills. Topics discussed will include organization, body language, eye contact, voice, stress, visuals, involving the audience, and reducing nervousness. Anyone who someday will have to make a speech or teach public speaking will benefit from this lecture.

HOW TO TEACH/GUIDE DISCUSSION

KUSUYA, Bev

Offered: Wednesday

1:30 Castlevue

Maximum: 20

This presentation begins with an explanation of the importance of discussion in second language acquisition. It describes the beginnings of discussion, and relates variables that will affect the discussion skills of a student. It looks at pairwork, games and dialogues as ways to practice discussion, and concludes by addressing some of the problems of the communication-discussion classroom.

TEACHING CULTURE: A METHOD THAT WORKS

KUSUYA, Bev

Offered: Thursday

1:30

Castleview

Maximum: 20

This presentation examines a new approach to the teaching of culture. The approach consists of four important steps — (1) self-awareness; (2) models for practice; (3) prediction + input + analysis; and (4) communication and interaction. It encourages the use of such tools and techniques in the classroom as the survey or questionnaire; guided conversation in controlled or semi-controlled situations; films and video; and light-hearted, problem-solving, group-oriented activities. It concludes with a reminding note that a lesson plan must always be adapted to fit the particular needs and interests of the learners.

DESIGNING CURRICULUM FOR THE CULTURE-CONVERSATION CLASSROOM

KUSUYA, Bev

Offered: Friday

1:30

Castleview

Maximum: 20

This presentation will help the teacher of the culture-conversation classroom develop a curriculum of his or her own with an assurance that lesson plans will obtain the ultimate L2 goal of achieving cross-cultural communication and understanding. It will focus on goals for the culture-conversation classroom, address the issue of which cultural topics to present in the classroom, and provide the teacher with a new four-step approach to the teaching of culture.

PRONUNCIATION THROUGH MUSIC

LAROY, Clement

Offered: Sunday & Wednesday 4:30 Sakura Maximum: 20

Music and language have many points in common. The participants will explore how a detour through the musical brain can help relax their learners and activate their learning potential to achieve better pronunciation.

THINKING IN ENGLISH

LAROY, Clement

Offered: Monday 1:30 Sakura Maximum: 20

Offered: Thursday 7:00 Sakura Maximum: 20

It is the aim of many teachers and learners to eventually 'think in English'. This workshop will show ways to lead learners into personal thinking, even at a beginner level. This should imprint the new language more deeply and forge and foster personal relationships.

MEANINGFUL GRAMMAR

LAROY, Clement

Offered: Tuesday & Friday 1:30 Sakura Maximum: 20

By liberating the brain and activating it to master structure at a deeper level, grammar becomes something the learners experience as meaningful to and for themselves.

MOTIVATING JUNIOR & SENIOR HIGH SCHOOL STUDENTS TO COMMUNICATE

PAUL, David

Offered: Sunday 4:30 H23 Maximum: 20

Offered: Wednesday 1:30 H23 Maximum: 20

How can we teach structures and functions so that Japanese secondary school students are able to produce them spontaneously in real-life situations? The presenter will suggest that by respecting the individual learning processes of our students, and by keeping them fully emotionally involved in the pre-teaching, comprehension and extension of new structures and functions, teachers can motivate them to communicate spontaneously and effectively. The presentation will include many techniques and activities which will help participants achieve this aim.

MOTIVATING STUDENTS TO READ AND WRITE THROUGH PHONICS

PAUL, David

Offered: Monday & Thursday 1:30 H23 Maximum: 20

Students enter junior high school full of enthusiasm for English, but very soon have to face the demotivating process of learning to read and write an unfamiliar writing system with unfamiliar spelling rules. Elementary school teachers of English find it almost impossible to teach the students to read and write when they only learn once or twice a week. The presenter will suggest how both these problems can be solved through a new approach to phonics. The aim is to motivate students to read and write with a positive and adventurous attitude, which affects their whole attitude to learning English.

TRAINING ELEMENTARY SCHOOL CHILDREN TO BE ACTIVE LEARNERS

PAUL, David

Offered: Tuesday & Friday

1:30 H23

Maximum: 20

Japanese students generally begin learning English, either at elementary school or junior high school, with enthusiasm and curiosity, but generally end up as passive learners who wait to receive knowledge from their teachers, and who find it difficult to produce English spontaneously. In this presentation, the presenter will examine how this tendency can be avoided. He will suggest that by nurturing and strengthening elementary school children's natural curiosity, we can train them to have an active attitude which will last right through junior and senior high school. The presentation will be full of ideas for games and songs which work with Japanese children.

COOPERATIVE LEARNING IN THE CLASSROOM

PIBULCHOL, Chaleosri

Offered: Friday

4:30 Sakura

Maximum: 20

Cooperative learning is a dynamic way for students to learn and practice their language skills. It allows more opportunities for students to practice the language in a non-threatening and fun environment which increases confidence and social skills. In this workshop, activities which model grouping management and organization of cooperative groups will be demonstrated together with unrehearsed video-clips exemplifying learner-learner interaction. Principle and application of cooperative learning will also be discussed.

SUCCESSFULLY COPING WITH TEACHER'S ISOLATION IN A GOLD EXPLORATION BASE CAMP

RIASA Nyoman

Offered: Thursday

4:30

Castleview

Maximum: 20

The biggest challenge for a teacher being outposted in a mine camp was the feeling of isolation both personally and professionally. The presenter will share this unique experience of teaching English in the middle of a lush tropical forest. He will detail a program that was designed to nurture an informal student-teacher relationship and establish group consolidation while enhancing the development of students' language and communicative skills.

MY LIFE LIVING OVERSEAS

SHIBUSAWA, Masahide

Offered: Monday

7:00

Sakura

Maximum: 20

During his lifetime, he has 'spanned the globe' several times over. For him, each voyage brought a new sense of adventure and wonder into the world of people and culture. The speaker will offer some fresh insights about his life and experiences in various countries he has lived. (Perhaps he can also share some secrets on how he learned to speak English so well!)

BETTER PRONUNCIATION

SOMBOONTAKERNG, Thiraboon

Offered: Tuesday & Friday 4:30 Oceanview Maximum: 20

The sounds of English are said to be mastered only by those who were born in the countries where the language is used as the mother tongue. Those who were born in places where English is not the mother tongue can never be able to master all the sounds that are learned at later ages. The presenter himself has proved that these statements are not always true. In this presentation, the author will show, step by step, how foreign sounds can be taught and learned. And how to help learners familiarize themselves with required foreign sounds and add them to the ones of their own.

TEACHING A CONVERSATIONAL ENGLISH CLASS

TSANG, Wai-king

Offered: Monday 4:30 H22 Maximum: 20

This workshop presents ideas and ready-to-use materials for teaching a number of conversational microskills. A typical lesson will first be outlined and demonstrated. Class activities will include eliciting and matching language functions and expressions, brainstorming vocabulary, practicing with the aid of conversation starters, etc. Participants will then have hands-on experience in developing materials for learners of English in Japan.

OUR ATTEMPTS AT TEACHING COMMUNICATIVE ENGLISH

TSUBUKU, Fumio

Offered: Monday & Thursday 4:30 Oceanview Maximum: 20

It seems many senior high schools are hesitant to teach aural and oral communication. Why? Although teaching and evaluating aural and oral communication can be time consuming, the presenter will detail how team-teaching lessons, interview tests and listening comprehension exams were conducted effectively using excerpts taken from video.

TEACHING LISTENING COMPREHENSION

WON-SHILL, Yi

Offered: Monday & Tuesday

4:30

Sakura

Maximum: 20

Today, listening is used far more than any other single language skill in normal daily life. On average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. Many scholars have noticed that children learning their mother tongue go through a listening period before they speak. In this workshop the presenter will introduce activities for developing listening comprehension skills in class. Discussion will include teaching discrete listening skills and listening practice to comprehend authentic spoken language.

GUEST BIOGRAPHIES

SUNGSIL AHN received an M Ed in English Education from Ewha Women's University. She has taught at Yale Girls' High School and is currently at Unbook Middle School in Seoul. She is interested in sightseeing, cooking and movies.

VARUNEE BOON-LONG holds a BA in English from Chiang Mai University, Thailand, and an MA in English Sociolinguistics from State University of New York, College of Cortland, U.S.A. and a Ph D in Curriculum and Instructions from Kansas State University. She now teaches English at the Department of English, Chiang Mai University, Thailand.

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 to 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.

SOK CHANMOL started her teaching career in 1968 and worked as a primary school teacher until the mid seventies when the Pol Pot regime closed down all the schools in Cambodia. One of the few teachers to survive the terrible years, Mrs. Chanmol became a mathematics teacher at secondary level under the emergency provisions for education of the Cambodian-Vietnamese alliance. It wasn't until 1990 that English became a legally taught subject in Cambodia and she has been working as an English Teacher at Takeo High School since then. In 1994, she became the counterpart of the British VSO English language teacher trainer at the Regional Teacher Training Centre in Takeo.

ETON CHURCHILL has been teaching French and English at Kyoto Nishi High School for the past three years. He is currently preparing the third year students for the annual Model United Nations hosted by KNHS. Prior to coming to Japan, he taught French in the United States for five years after receiving his BA in international relations from Oberlin College in 1986. His interests include cycling, tea ceremony, reading and surfing on the net.

RANDALL DAVIS holds a BA in Spanish Education and an MA in TESL from Brigham Young University in Utah. He served as a missionary in Venezuela for two years and has taught English and Spanish for the past eight years. He presently works as English Department Coordinator at Tokyo Foreign Language Business College and specializes in using genuine cultural artifacts including comic strips and video in the classroom.

KEN ENOCHS holds a BA in American Literature and an M Ed in TESL. For the past eight 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 teaches in the English Language Program at International Christian University. Outside of teaching, his interests include juggling, cycling, and travelling.

STEVE EPSTEIN has worked in English language teaching for twenty years. He has an MA in TESOL from 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 judges and lawyers of Laos. Steve has taught in Thailand, the Philippines, Nepal and Indonesia. He has developed English programs for specific occupations including gardeners, shipbuilders, Thai samlor drivers, and road construction supervisors. Steve is also the lead ganza player for Escola de Samba Sol e Mar, San Diego, California's best samba band.

JAMES HALE has taught at the Sundai ELS Senmon Gakko since 1982. Before coming to Japan, he served as a Peace Corps volunteer in Kabul, Afghanistan and taught English and agricultural ESP at Kabul University. Subsequently, he taught helicopter maintenance ESP and EFL for the Iranian Army. He returned to the USA in 1978 and taught at the ELS Language Center for four years. He has presented numerous times at TESOL and at JALT.

BRENDA HARRIS has been teaching in the International Cultural Studies Course at Kyoto Nishi High School. She was previously with Texas A & M University in Fukushima, and the Intensive International Executive Program at IUJ in Niigata. Her interest is Simulation/Gaming for language and culture learning, and she co-publishes a quarterly article in *Simulation & Gaming* (Sage Press). She holds an MA in TESOL, and an M.A. in Personnel Management.

ANCHALEE JITSOPA received her B Ed (Honors) in English from Srinakharinwirot University, Bangsaen in 1987 and M Ed in Secondary Education (focusing on Teaching English) from Srinakharinwirot University, Prasarnmitr in 1993. Since her graduation in 1987, she has been teaching English at Ratwinit Bangkaew School in Thailand.

HENGNAKHONE KEOVISIEN studied English and graduated from Pedagogical Institute of Vientiane. He studied there for four years and finished University in 1994. He also has a certificate from University of Cambridge Local Examinations Syndicate International Examinations. He enjoys teaching, reading, and playing sports. He likes to read love story books and magazines, and listens to music in his free time.

ELIZABETH KING holds an MA in Education (EFL) from the University of Colorado. After beginning her career as a secondary school teacher in Tanzania, she returned to the United States where she worked for many years teaching Southeast Asian refugees and Japanese business people. After three exciting years at LIOJ, she worked for five years at International Christian University. She now resides in Kyoto, where she will join the faculty of Kyoto Bunkyo Daigaku in April, 1996. This is her 10th LIOJ 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.

BEV KUSUYA is an associate professor at Kokushikan University and co-author of the culture-conversation texts *Speak Up* and *Let's Speak*. She is currently involved on a project to video-supplement these two texts.

CLEMENT LAROY started teaching in 1962 in his native Belgium. He has helped produce programmes to teach scientific and technical English for Belgian Television, trained staff in companies and worked as a teacher trainer. He has taught Dutch, English, French and German to learners of very different ages, backgrounds and nationalities. He gives workshops for Pilgrims Language Courses and Belgian institutions in his native Belgium as well as in Britain, France and Spain. His publications include *Pronunciation* (OUP), *Musical Openings* (Longman) and has contributed to *The Standby Book* (CUP forthcoming). He met his future wife in Vietnam. At present he is a trainer at a College of Education for Teacher Training and at a College for Business Studies (Commercial engineers), both in Belgium.

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.

SEN NISHIYAMA, who was born and educated in the United States, holds a BS and MS at the University of Utah. After becoming a Japanese citizen in 1935, he worked for the Japanese Government as a research engineer from 1935 to 1945. From 1945 to 1952, he served as consultant for the occupation forces and as advisor for the U.S. Embassy from 1952 to 1972. He was executive of Sony Corporation from 1973 to 1986. He is a member of Japan P.E.N.Club (of the international organization of writers) and vice President, Japan Society of Translators (an affiliate of the International Federation of Translators under UNESCO). He is the author of various books on cross-cultural communication, history of Japanese Americans, interpreting, etc.

DAVID PAUL opened the first of twenty English language schools in Hiroshima in 1982 and these schools now have over 6,000 students. He is also the author of *FINDING OUT*, a course for Japanese elementary school children, and *COMMUNICATE*, a new course for secondary school students and young adults (both published by Heinemann ELT). He has taught at Hirodai Fuzoku Junior and Senior High Schools for over ten years.

CHALEOSRI PIBULCHOL is an Assistant Professor and Head of the Linguistics Department at Srinakharinwirot University. She also acts as the Course Director for the MA in TEFL programme. She has served in the Thai/TESOL since 1990 and is presently the Chairperson of Primary ELT Special Interest Group. She is also a co-author of *On the Springboard*, a textbook for beginners.

NYOMAN RIASA is an English and Indonesian language instructor at Bali Language Centre, Indonesia-Australia Language Foundation, Bali, Indonesia. He has been involved in the teaching of English as a foreign language with various language institutes in Bali for over ten years. He is a graduate of Udayana University and obtained his Graduate Diploma in TEFL (1990) and Master of Education in TESOL (1992) from the University of Sydney, Australia. He is currently interested in the development of teaching Indonesian as a foreign language.

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.

THIRABOON SOMBOOTAKORN holds a B. Ed in TEFL from Srinakharinwirot University. He is a lecturer at the Chulalongkorn University Language Institute. He has been teaching English for 25 years developing audio, video and computer-assisted learning materials for ELT students.

WAI-KING TSANG is a lecturer in the Department of English, City University of Hong Kong. Tsang's areas of specialization include teaching reading, writing, and second language acquisition.

FUMIO TSUBUKU graduated from the Dept. of Economics, Dokkyo University, in 1977. For three years starting in 1977, He worked with the International Sales Dept. of Olympus Optical Co.,Ltd. (In 1980 he was recruited to teach English by the Tochigi Board of Education.) After teaching at vocational high schools for 11 years, he transferred to and is currently working at Imaichi High School. His hobbies include traveling and the study and analysis of rice production and rice producing nations. (His past and present activities include participating in English seminars; JALT, Utsunomiya English Language Teaching Association, and a one semester TESOL Weekend Graduate Course at Temple University, Japan.)

YI WON-SHILL has taught English for 8 years at middle schools in Seoul and at an academic high school for boys for 4 years. She is privately concerned about teaching English in a large class of about 50 students in a country where English is not a second language but a foreign language. Among the four skills of language, she is interested in the spoken language.

SONIA YOSHITAKE spent her formative years in the Americas. She started out her career as an interpreter/translator and became involved in TEFL in 1973. She has taught at NHK Culture Center, Hinomoto Women's College, Yashirogakuin University, International Buddhist University, Himeji Dokkyo University and Kwansei Gakuin University. Presently she teaches English for Academic Purposes at International Christian University in Mitaka.

LIOJ FACULTY & STAFF BIOGRAPHIES

ALBERTO CARBONILLA, JR. has a BS 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.

DORAY ESPINOSA is an AB Communication Research graduate of the University of the Philippines. She received her Master's degree in Media Management at the Asian Institute of Journalism. Since 1982, She has been teaching English, communication and broadcasting courses to college students in the Philippines. In between class hours, she has also been involved in theater, creative writing, radio broadcasting, and journalism.

KEN FUJIOKA received a BS in Petroleum Engineering from Marietta College in Ohio. He worked as a petroleum engineer for Amoco Production in West Texas for two years. After moving to Fort Worth, Ken studied at a Baptist seminary where he received a Master's degree in theology. After several years in Texas, he went to California and attended California State University, Fresno. While studying for his MA in Linguistics, he taught ESL at the American English Institute. He received his MA in 1990. After teaching in the business program for three and a half years, he now serves as director of LIOJ. He likes to play all sports, especially basketball and tennis, and enjoys collecting Japanese castle telephone cards.

REBECCA JONES graduated with a BA Hons Degree in Modern Languages (French & Spanish) and International Relations from John Moores Liverpool University, England. As a certified TEFL teacher she has enjoyed combining a love of travel and languages with teaching English in England, France, Spain and Poland. Her other interests include playing basketball, horse riding and current affairs although at present she is keen to discover more about Asia.

JAMES KAHNY , LIOJ Special Programs Coordinator, has a BA in Political Science and German from Western Washington University. He worked as a construction supervisor building schools in Benin, West Africa from 1983 to 1985, then taught English for two years in Miyagi Prefecture and for one year in Seoul, Korea. He is the special programs coordinator at LIOJ. He has been teaching in Odawara for five and a half years.

SUSAN NEWELL received a BA degree from the University of New Mexico in Psychology and Russian studies. Following graduation, she studied music in Boston and fine arts in New York City. Susan has coupled travel with education, teaching various disciplines in Scotland, Brazil, Boston, New York City and New Mexico. While in Japan she is hoping to travel to different areas and discover Asian arts throughout the ages.

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 taught Japanese for ten months in Australia. Her hobbies include watching movies and playing volleyball.

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.

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.

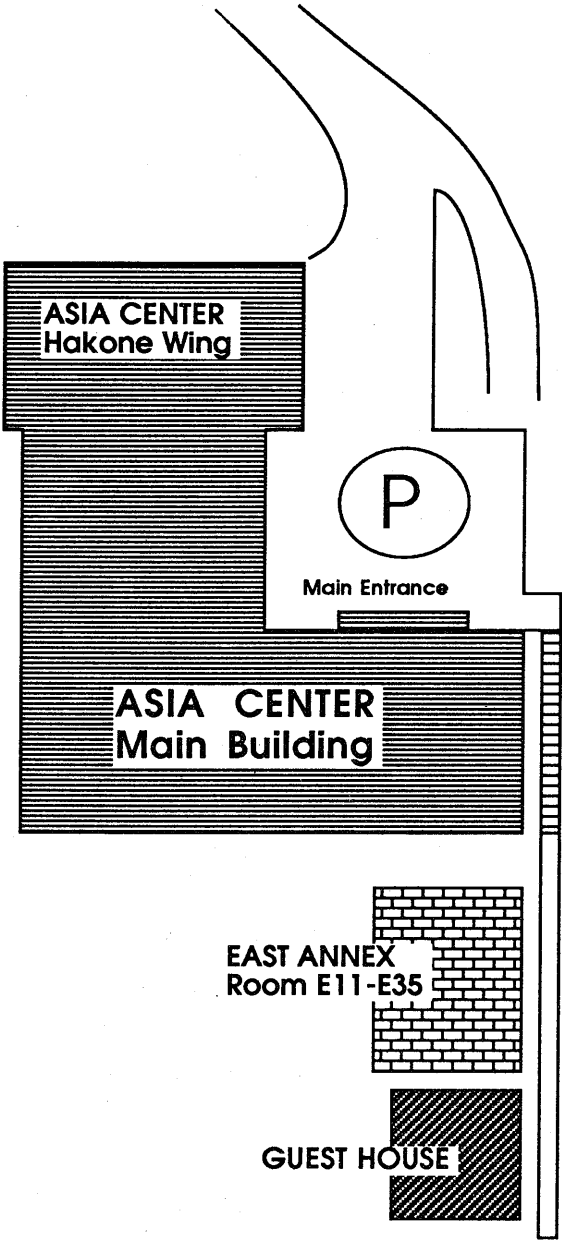
LIOJ began as an experimental school specializing in preparing Japanese to work and/or study abroad. Emphasis is placed on interaction more than analysis, and creative teaching is encouraged with a curriculum that consists more of ideas than materials or methods. Teachers are also encouraged to pursue 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 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

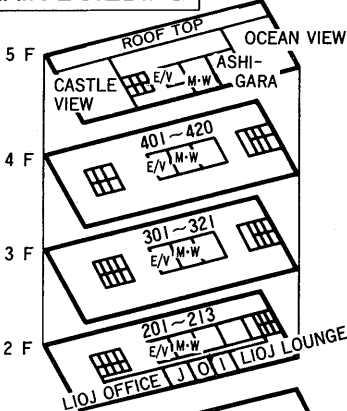


Asia Center ODAWARA Building Map

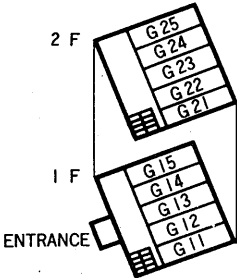


LAYOUT

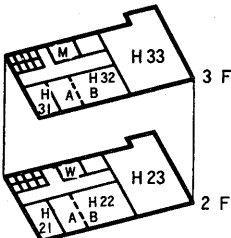
MAIN BUILDING



GUEST HOUSE



HAKONE WING



EAST ANNEX

