

***28th Annual
International Summer Workshop
for
Teachers of English***

August 4-9, 1996

LIOJ

LANGUAGE INSTITUTE OF JAPAN

**ASIA CENTER ODAWARA
Odawara, Kanagawa**

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General 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 (M,T,W,Th,F)
12:00 - 1:30	-Lunch-
1:30 - 3:00	Presentations (M,T,W,Th,F)
3:00 - 4:30	-Open-
4:30 - 6:00	Presentations (S,M,T,W,Th)
6:00 - 7:00	-Dinner-
7:00 - 8:30	Presentations (M,Th)
8:30	-Open-

STAYING AT ASIA CENTER ODAWARA

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

PRESENTATION SIGN-UP PROCEDURE

Sign-up for Sunday afternoon and Monday presentations will be done early Sunday afternoon. Monday through Thursday mornings, sign-up sheets for the following 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 the presentations you want are quite high. **Please attend only the presentations you sign up for.**

PUBLISHERS' DISPLAY

The publishers' display will be in Main Hall Tuesday afternoon from noon to 4:30. This year, representatives from the following companies will display ELT materials:

Cambridge University Press

DynEd Japan KK

Harcourt Brace Japan

International Thomson Publishing Japan

Mikasa Book Center

Oxford University Press

Prentice Hall Japan

Y2O Associates

In addition, a representative from the Japan Association of Language Teachers (JALT) will be on hand to answer questions.

If you have original materials you would like to display, please contact the LIOJ office upon your arrival on Sunday.

INTERNATIONAL NIGHT!

International Night has consistently been one of the most interesting and fun events of the Workshop! Each year we are fortunate to have guests and scholars join us from around the world for the Summer Workshop. This year, we have representatives from Australia, Canada, Hong Kong, Japan, Korea, Laos, the Philippines, Thailand, the United Kingdom, the United States, and Vietnam.

This special event will be held Wednesday evening at 7:00. Main Hall will be turned into a *matsuri* site, complete with exciting displays, posters, music and games, courtesy of 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 performances. This year, we will begin with a *shamisen* performance. And if you're really brave, why not take the spotlight yourself? You, or you and your friends, can demonstrate a part of your culture, such as a traditional song, dance, or musical instrument. **If you would like to perform, please contact the LIOJ office by 5:00 on Tuesday evening.**

Come and have a great time!

DAILY SCHEDULES

SUNDAY, AUGUST 4th

11:00 - 12:00	Workshop Orientation (Main Hall - 1F)
12:00 - 1:30	-Lunch- (Main Dining - B1)
1:30 - 2:15	Opening Assembly (Main Hall - 1F) Jim Kahny LIOJ Director Masahide Shibusawa Executive Director, MRA Foundation Keisuke Nakayama Managing Director, MRA Foundation
2:15 - 3:00	Plenary Address (Main Hall - 1F) <i>A Vision for Multimedia</i> Lance Knowles DynEd International
3:00	Group Picture in front of Asia Center Odawara (In the event of rain, the group picture will be taken at 4:00 pm in Main Hall.)
3:30 - 4:30	-Open-
4:30 - 6:00	Presentations
6:00 - 7:00	-Dinner- (Main Dining - B1)
7:00 - 7:30	Orientation for Morning Classes
7:45 - 9:00	-Welcome Party- (Momiji Room - B1)

MONDAY, AUGUST 5th

7:30 - 8:30	-Breakfast-
9:00 - 12:00	Morning Classes
12:00 - 1:30	-Lunch-
1:30 - 3:00	Presentations
3:00 - 4:30	-Open-
4:30 - 6:00	Presentations
6:00 - 7:00	-Dinner-
7:00 - 8:30	Presentations
8:30 -	-Open-

TUESDAY, AUGUST 6th

7:30 - 8:30	-Breakfast-
9:00 - 12:00	Morning Classes
12:00 -	Publishers' Display Opens (Main Hall)
12:00 - 1:30	-Lunch-
1:30 - 3:00	Presentations
3:00 - 4:30	-Open-/Publishers' Display
- 4:30	Publishers' Display Closes
4:30 - 6:00	Presentations
6:00 - 7:00	-Dinner-
7:00 -	-Open-

WEDNESDAY, AUGUST 7th

7:30 - 8:30	-Breakfast-
9:00 - 12:00	Morning Classes
12:00 - 1:30	-Lunch-
1:30 - 3:00	Presentations
3:00 - 4:30	-Open-
4:30 - 6:00	Presentations
6:00 - 7:00	-Dinner-
7:00 -	<i>International Night!</i> (Main Hall)

THURSDAY, AUGUST 8th

7:30 - 8:30	-Breakfast-
9:00 - 12:00	Morning Classes
12:00 - 1:30	-Lunch -
1:30 - 3:00	Presentations
3:00 - 4:30	-Open-
4:30 - 6:00	Presentations
6:00 - 7:00	-Dinner-
7:00 - 8:30	Presentations
8:30 -	-Open-

FRIDAY, AUGUST 9th

7:30 - 8:30	-Breakfast-
9:00 - 12:00	Morning Classes
12:00 - 1:30	-Lunch-
1:30 - 3:00	Presentations
3:00 - 3:30	-Open-
3:30 - 4:30	Closing Address (Main Hall) <i>Something Old, Something New, Something Borrowed, Something True</i> Alan Maley National University of Singapore
4:30 - 5:30	Closing Ceremony (Main Hall)
5:30 - 6:00	-Open-
6:00 -	-Dinner and Farewell Party- (Hakone Room)
8:00 / 9:00	(There will be two shuttle buses leaving for Odawara Station at these times.)

DAILY PRESENTATION SCHEDULES

SUNDAY PRESENTATIONS

2:15-3:00

Knowles	<i>A Vision for Multimedia</i>	Main Hall
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4:30-6:00

Epstein	<i>Learn the Lamvong: The Languid Lao Dance of Love</i>	Castleview
Gatton & Knowles	<i>Tech Talk for Teachers: Multimedia in the Classroom</i>	Shiroyama
Jones	<i>"FONIKS": A Sound Idea!</i>	H22
King	<i>Experiencing English Through Drama</i>	H23
Maley	<i>Using Our Voices More Effectively</i>	Hakone
Nakamura	<i>Looking at Japanese Students' Nonverbal Responses</i>	Sakura

MONDAY PRESENTATIONS

1:30-3:00

Carbonilla	<i>Aids Awareness in the Movies</i>	Oceanview
Gatton	<i>Using the Internet for ELT</i>	Shiroyama
& Knowles		
Maley	<i>Telling Stories with Students</i>	Hakone
Nakamura	<i>Helping Japanese Students Overcome Silence</i>	Sakura
Nishino	<i>Odawara Castle</i>	Castlevieuw
Rost	<i>Listening in Language Learning</i>	H22
Shibusawa	<i>America Study Program - Tokyo Jogakkan High School</i>	Oceanview

4:30-6:00

Espinosa	<i>AMESLAN: English in Silence</i>	H23
Fetter	<i>Review of Research on EFL Extensive Reading</i>	Hakone
Jones	<i>A Taste for Texts</i>	H22
Kulsiriswad	<i>Let's Make "Both Ends" Meet</i>	Sakura
Suetrong	<i>Learning English with Four Skills Activities</i>	Oceanview
Wong	<i>Peer Observation in Developing Public Speaking Skills</i>	Castlevieuw

7:00-8:30

Chalermkit	<i>Fun with English</i>	Sakura
Chong	<i>Writing Jazz Chants® and Songs to Supplement Middle School English Lessons</i>	Castlevieuw
Shibusawa	<i>Twenty-Eight Years of LIOJ: A Change in Its Environment and Beyond</i>	H22
TonNu	<i>Reading Development for First and Second Year University Students</i>	H23
Wonggositkul	<i>The Study of Language and Culture</i>	Hakone
Yamaga	<i>Pronunciation Training: Stimulating Word-Making Muscles</i>	Green

TUESDAY PRESENTATIONS

1:30-3:00*

Ando	<i>DynEd Courseware in Your Classroom</i>	Castleview
Arkinstall	<i>Working with Learners' Dictionaries</i>	Oceanview
Bethel	<i>English for Junior and Senior High School</i>	Hakone
Brender	<i>Three Crucial Words -- Learning How to Use</i>	Sakura
	<i>Articles from the Beginning</i>	
Moore	<i>Learner-Centered Activities to Motivate</i>	H22
	<i>Your Class!</i>	
Sato	<i>Fun Activities for Junior & Senior High</i>	H23
	<i>Classes</i>	

(*publisher-sponsored presentations)

4:30-6:00

Carbonilla	<i>Aids Awareness in the Movies</i>	Oceanview
Espinosa	<i>"So That's What It's All About!": True</i>	H23
	<i>Confessions of a Non-native Speaker</i>	
Gatton	<i>Issues in Educational Technology</i>	Shiroyama
& Knowles		
Maley	<i>Writing Stories with Students</i>	Hakone
Nakamura	<i>Capturing Japanese Students' Attention</i>	Sakura
	<i>Through Music</i>	
Rost	<i>Psycholinguistics and Language Teaching</i>	H22

WEDNESDAY PRESENTATIONS

1:30-3:00

Churchill	<i>Teaching Debate</i>	Oceanview
Gatton	<i>Tech Talk for Teachers</i>	Shiroyama
& Knowles		
Maley	<i>Using Our Voices More Effectively</i>	Hakone
Maybin	<i>Developing Communication Strategies Through Materials</i>	H23
Nakamura	<i>Looking at Japanese Students' Nonverbal Responses</i>	Sakura
Nishino	<i>Odawara Castle</i>	Castleview
Rost	<i>Listening in Language Learning</i>	H22

4:30-6:00

Carbonilla	<i>Values! Beliefs! Principles!</i>	Oceanview
Chalermkit	<i>Fun with English</i>	Sakura
Chanthala	<i>Using Folk Stories in the Classroom</i>	H22
Jones	<i>What Do You Think?</i>	Hakone
Park	<i>Grammar Practice Through Tasks</i>	H23
Wong	<i>Peer Observation in Developing Public Speaking Skills</i>	Castleview

7:00-

<i>International Night!</i>	Main Hall
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THURSDAY PRESENTATIONS

1:30-3:00

Carbonilla	<i>Aids Awareness in the Movies</i>	Oceanview
Gatton	<i>Using the Internet for ELT</i>	Shiroyama
& Knowles		
Maley	<i>Telling Stories with Students</i>	Hakone
Maybin	<i>Writing from Reality</i>	H23
Nakamura	<i>Helping Japanese Students Overcome Silence</i>	Sakura
Tsurunen	<i>A Blueprint for Citizen Involvement in Politics in the 21st Century</i>	Castleview

4:30-6:00

Carbonilla	<i>Values! Beliefs! Principles!</i>	Oceanview
Churchill	<i>Simulating the Holocaust</i>	Castleview
Fujisaki	<i>Why Many Children Can't Go to School in Japan</i>	Sakura
Jones	<i>"FONIKS": A Sound Idea!</i>	H22
Park	<i>Grammar Practice through Tasks</i>	H23
Wonggositkul	<i>The Study of Language and Culture</i>	Hakone

7:00-8:30

Chanthala	<i>Using Folk Stories in the Classroom</i>	H22
Chong	<i>Writing Jazz Chants® and Songs to Supplement Middle School English Lessons</i>	Castleview
Enochs	<i>To the Top of Mt. McKinley</i>	Hakone
Kulsiriswad	<i>Let's Make "Both Ends" Meet</i>	Sakura
Suetrong	<i>Learning English with Four Skills Activities</i>	Oceanview
TonNu	<i>A Typical Wedding in Hue</i>	H23
Yamaga	<i>Pronunciation Training: Stimulating Word-Making Muscles</i>	Green

FRIDAY PRESENTATIONS

1:30-3:00

Churchill	<i>Towards International Education</i>	Castleview
Jones	<i>A Taste for Texts</i>	H22
Gatton	<i>Issues in Educational Technology</i>	Shiroyama
& Knowles		
Maley	<i>Writing Stories with Students</i>	Hakone
Maybin	<i>Developing Communication Strategies Through Materials</i>	H23
Nakamura	<i>Capturing Japanese Students' Attention Through Music</i>	Sakura

3:30-4:30

Maley	<i>Something Old, Something New, Something Borrowed, Something True</i>	Main Hall
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GUEST SPEAKERS/INSTRUCTORS

Toru Ando

DynEd Japan

Marc Arkinstall

International Thomson Publishing Japan

Colin Bethell

Cambridge University Press

Alan S. Brender

Temple University

Eton Churchill

Kyoto Nishi High School

Ken Enochs

International Christian University

Steve Epstein

Ministry of Justice, Laos PDR

William Gatton

DynEd Japan

Elizabeth King

Kyoto Bunkyo University

Lance Knowles
DynEd International

Alan Maley
National University of Singapore

Don Maybin
Fuji Phoenix College

John Moore
Oxford University Press

Ian Nakamura
Hiroshima University

Hiromichi Nishino
Ryutsu Keizai University Kashiwa High School

Michael Rost
University of California, Berkeley

Naomi Nadine Sato
Prentice Hall Japan

Masahide Shibusawa
MRA Foundation/Tokyo Jogakkan Schools for Women

Marutei Tsurunen
Independent Social Analyst

INTERNATIONAL SCHOLARS

Tuenjai Chalermkit
Srinakharinwirot University

Khamsai Chanthala
School of Law, Laos PDR

Chong Chae-im
Taegu Tong Middle School (Korea TESOL)

Ikuko Fujisaki
Matsushita Institute of Government and Management

Saree Kulsiriswad
Chulalongkorn University Language Institute

Park Eun-Soo
Eun-buk Middle School

Charunan Suetrong
Prachin Ratsadorn Amroong School (Thai TESOL)

Ton Nu Thanh Thuy
Hue University of Education

Jane Wong
City University of Hong Kong

Anat Wonggositkul
The University of the Thai Chamber of Commerce

Masaji Yamaga
Japanese Maritime Self-Defense Force

MORNING CLASS DESCRIPTIONS

Monday - Friday, 9:00 am to 12:00 noon

The morning classes offered at the LIOJ Summer Workshop cover a variety of subjects. They 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. Fetter | <i>Sharing and Developing Language Teaching Strategies</i> |
| B. James | <i>Motivating Language Learners</i> |
| C. Williamson | <i>Culture, Communication and You</i> |
| D. Epstein | <i>Writers' Workshop</i> |
| E. Enochs | <i>Developing Your Public Speaking Skills</i> |
| F. King | <i>Books "R" Us</i> |
| G. Kahny | <i>Team Teaching and Activities for Large Classes</i> |

A *SHARING AND DEVELOPING LANGUAGE TEACHING STRATEGIES*

FETTER, Robert

Green

How does what happens in your English class differ from what you think should happen in an ideal situation? What causes these differences? What strategies and techniques do you use to implement your beliefs about ELT in Japan in your classroom and to deal with the factors that work against your efforts? These are some of the questions that will guide discussions of classroom English teaching in Japan. Discussions will draw upon the beliefs and experiences of participants as well as those found in literature on ELT in Japan and in literature on SLA and foreign language teaching methodology. Participants will be asked to read a little outside of class from recent key journal articles.

B *MOTIVATING LANGUAGE LEARNERS*

JAMES, Mark

Sakura

Why do students find some classroom activities more enjoyable than others? How can student enjoyment and participation be maximized in the classroom? The answers to these questions are linked to student motivation, which is a crucial element in any successful language learning program. This class will include both discussions and activities related to the subject of motivation. Discussions will deal with topics such as the fundamentals of language learner motivation and participants' experiences with this subject. Specific examples of activities which motivate students will be presented and tested by participants. The goal will be to provide participants with a framework they can use to create a motivational environment in their own classrooms.

C *CULTURE, COMMUNICATION AND YOU*

WILLIAMSON, Natalie

H22

How often do you step back and really observe your own culture? In this class, you will learn how to take off your own 'cultural glasses' and look at the world and its people with a fresh perspective. Further enhance your English skills through discussions about lifestyles, values, customs and stereotypes of different cultures. Bring your experiences and ideas, and be prepared to talk!

D *WRITERS' WORKSHOP*

EPSTEIN, Steve

Hakone

The way to learn to write is to write! Participants will discover their own special creative writing talents through a series of exciting and challenging exercises. Passages from literature, music and songs will spark and inspire our writing. Participants will explore different genres of writing including mystery, horror and romance. Bring your notebook, pen and your imagination!

E *DEVELOPING YOUR PUBLIC SPEAKING SKILLS*

ENOCHS, Ken

Castleview

As teachers, we are in effect practicing public speaking each time we step into the classroom. But seldom are we as effective as we might be in communicating our ideas, in making what we say memorable, in generating enthusiasm in our audience. The purpose of this class is to make you a better public speaker--and teacher--by developing your skill in all the component parts of effective public speaking: eye contact, body language, voice modulation, idea organization, visual support, and more.

F *BOOKS "R" US*
KING, Elizabeth

H23

Literature is personal: it reflects and enriches our own life experience, and can therefore provide an exciting basis for an informal discussion class. This class is based on short selections from a variety of recent modern literature. Each day a different selection will serve as the basis for a two-part discussion. First, we will discuss the day's selection itself and our reactions to it, with an emphasis on understanding the reading and its cultural and historical context. Second, we will have a chance to share our own life experience based on the theme of the reading. Class members will learn and practice basic group discussion skills. No background in literature is necessary. Participants may be asked to do a little reading outside of class.

G *TEAM TEACHING AND ACTIVITIES FOR LARGE CLASSES*
KAHNY, Jim

Oceanview

Are you looking for ways to make your team teaching classes more effective? Are you a new teacher looking for ideas on how to bring alive class material for large classes? If you answered yes, then this is the class for you. We will focus on issues that pertain to team teaching situations in Japanese junior and senior high schools, and explore various approaches to team teaching, lesson planning for two teachers, roles of teachers, and other relevant topics. Various activities that can be used with large classes will be demonstrated and participants will be encouraged to share their ideas. This course is designed for teachers with limited teaching experience.

PRESENTATION DESCRIPTIONS

(Listed in alphabetical order by presenter.)

DynEd COURSEWARE IN YOUR CLASSROOM

ANDO, Toru

Offered: Tuesday

1:30

Castlevew

Maximum: 20

This presentation will consider a model for implementing DynEd courseware both in multimedia labs and in regular classes. Three DynEd courses are designed for junior and senior high school students, and each is supported with textbooks for use in class. The Courseware Management System will allow teachers to monitor and manage the learning progress of both the class as well as individual students. We will discuss coordination between the use of multimedia courseware and textbooks. (This presentation is sponsored by DynEd Japan.)

WORKING WITH LEARNERS' DICTIONARIES

ARKINSTALL, Marc

Offered: Tuesday

1:30

Oceanview

Maximum: 20

Techniques and ideas for improving student vocabulary acquisition will be examined, with references from the newly-released Newbury House Dictionary of American English. (This presentation is sponsored by International Thomson Publishing Japan.)

ENGLISH FOR JUNIOR AND SENIOR HIGH SCHOOLS

BETHELL, Colin

Offered: Tuesday

1:30 Hakone

Maximum: 20

Organising English lessons at junior and senior high schools in order to take into account realities such as mixed abilities, large classes, time available, and motivation, presents the teacher with a challenge. This workshop will address these realities in the context of Japan and consider how to use content and concepts of direct relevance to junior and senior high students. Through an activity-based approach, which promotes learner choice and decision-making, personalization and autonomy will be promulgated. (This presentation is sponsored by Cambridge University Press.)

THREE CRUCIAL WORDS -- LEARNING HOW TO USE ARTICLES FROM THE BEGINNING

BRENDER, Alan S.

Offered: Tuesday

1:30 Sakura

Maximum: 20

A, *an* and *the* are small words exerting a big influence on students' English. Learning the rules of the article system gives learners a heightened understanding of the overall structure of English. The author demonstrates how to teach articles effectively right from the start, along with ideas to help teachers strengthen their own command of articles. Attending this workshop is not a choice, it's the choice for a fresh new perspective on an old problem. (This presentation is sponsored by Harcourt Brace Japan.)

AIDS AWARENESS IN THE MOVIES

CARBONILLA, Alberto

Offered: Tuesday	4:30	Oceanview	Maximum: 20
Thursday	1:30	Oceanview	Maximum: 20

How is AIDS treated in the movies? What kind of information and images are we perceiving? What kind of impressions and perspectives are we forming from these movies? We will view a sampling of what American movies have been serving us these past few years on the subject of AIDS. We will gather our reactions and perceptions, and try to formulate conclusions about these movies' messages to us, the viewing public.

VALUES! BELIEFS! PRINCIPLES!

CARBONILLA, Alberto

Offered: Wednesday & Thursday	4:30	Oceanview	Maximum: 20
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Is religion important in my life, or is it just a series of meaningless rituals? Is it Coca-Cola or Pepsi? love or money? family or career? Should I stay in the teaching profession until I retire? We answer these questions based on the values, beliefs, and principles that we hold. But can we really articulate them? This session will provoke us to clarify our values, express them, examine interesting contradictions, and test them in some decision-making activities. Once again, it's time for some introspection.

FUN WITH ENGLISH

CHALERMKIT, Tuenjai

Offered: Monday	7:00	Sakura	Maximum: 20
Offered: Wednesday	4:30	Sakura	Maximum: 20

Helping learners to gain more confidence in using spoken English is one of the major problems most English teachers encounter. It's the teacher's responsibility to create a good learning atmosphere and provide appropriate activities which help learners to learn with enjoyment and gain a feeling of achievement. An English camp is an ideal way to accomplish this goal. This presentation will describe an appropriate atmosphere and demonstrate different types of activities which are used at various stages of the programme. The underlying principles of these activities will be discussed with the possibilities to modify the activities for classroom use.

USING FOLK STORIES IN THE CLASSROOM

CHANTHALA, Khamsai

Offered: Wednesday	4:30	H22	Maximum: 20
Offered: Thursday	7:00	H22	Maximum: 20

All students like to listen to and read folk stories. The participants will learn how to use folk stories in the classroom using all five skills: reading, writing, speaking, listening and thinking. The story presented will be a very funny classic Lao folktale.

WRITING JAZZ CHANTS® AND SONGS TO SUPPLEMENT MIDDLE SCHOOL ENGLISH LESSONS

CHONG, Chae-im

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

In this workshop, participants will have the opportunity to see examples of jazz chants and songs which were written to supplement specific chapters of middle school textbooks. Songs and chants written to go with student drama performances will also be shown. Finally, participants will be divided into groups to get "hands-on" experience writing their own songs and chants using techniques from Carolyn Graham's book, *Singing, Chanting and Telling Tales* (Prentice Hall, 1992).

TEACHING DEBATE

CHURCHILL, Eton

Offered: Wednesday 1:30 Oceanview Maximum: 20

This presentation will outline the prerequisite skills for debate and provide a model for teaching debate to L2 learners in Japanese high schools. After briefly reviewing the listening and speaking skills required to debate effectively, the presenter will have participants walk through the process of learning how to debate using materials employed at a Japanese high school. The presentation will close with a discussion of the logistic difficulties in teaching debate in large classes and potential solutions. Teaching materials and a list of topics that have been effectively used will be provided.

SIMULATING THE HOLOCAUST

CHURCHILL, Eton

Offered: Thursday

4:30

Castlevew

Maximum: 20

Using language accessible to high beginners, this presentation will demonstrate how to use a simulation in your English classes to explain how the Holocaust could have been allowed to happen. Participants will use greetings and other simple language as they roleplay in groups. As the groups interact, participants will not only practice language used in daily life but also reach a better understanding of an important social question. Participants will be encouraged to discuss how this model might be adapted to their teaching framework. Materials and a proposed lesson plan will be provided.

TOWARDS INTERNATIONAL EDUCATION

CHURCHILL, Eton

Offered: Friday

1:30

Castlevew

Maximum: 20

While many educational institutions attach the adjective 'international' to their programs or courses, we rarely have the time to step back and reflect on what is meant by international education. This presentation will suggest a list of values fundamental to international education and ask participants to consider if these 'values' can be universally applied. Participants will hear of attempts at international education currently under way in Botswana, Australia, Japan, and the United States. Participants will be encouraged to apply the proposed values to the respective initiatives introduced in the presentation. The objective of this presentation is to provide participants with a critical measure with which to evaluate initiatives toward international education and to demonstrate how much more work is needed in this field.

TO THE TOP OF MT. MCKINLEY

ENOCHS, Ken

Offered: Thursday

7:00

Hakone

Maximum: 20

At 6,197 meters, Mt. McKinley is the tallest mountain in North America. Located way up in Alaska, with a reputation for being the "coldest mountain in the world," climbing McKinley has posed a fierce challenge for serious mountaineers the world over, claiming many lives including that of Japan's most famous adventurer, Naomi Uemura. This slide show will take you to the summit of Mt. McKinley as the narrator recounts his two-week struggle to the top.

LEARN THE LAMVONG: THE LANGUID LAO DANCE OF LOVE

EPSTEIN, Steve

Offered: Sunday

4:30

Castlevew

Maximum: 20

The lamvong is the gentle yet powerful traditional dance of Laos. Bold yet genteel, this dance reflects the lifestyle of the fun-loving Lao. Delicate yet dynamic, the lamvong reveals the quiet passion and the subtle sophistication of the people of this lovely landlocked land. All successful participants will receive the Basic Certificate in Lamvong.

AMESLAN: ENGLISH IN SILENCE

ESPINOSA, Doray

Offered: Monday

4:30

H23

Maximum: 20

The presenter will share her reasons for, and experiences with, using American Sign Language as an English-based activity for LIOJ High School Intensive Courses. The latter half of the presentation will consist of basic sign language activities. Everybody can join in and do some handspeak then.

"SO THAT'S WHAT IT'S ALL ABOUT!": TRUE CONFESSIONS OF A NON-NATIVE SPEAKER

ESPINOSA, Doray

Offered: Tuesday

4:30

H23

Maximum: 20

What has this Filipino learned about English, about Japanese learners, and about herself and her own culture while teaching as part of a multicultural team at LIOJ? What is this she claims about straddling "a third-world soul and a first-world mind"? Is she an observer, a harmonizer, a language broker, or a back-seat driver? If it's all a matter of confusion, connection and communication, how does she manage to mix the cocktail and not explode all over? Answers and advice from the audience will also be heartily appreciated.

REVIEW OF RESEARCH ON EFL EXTENSIVE READING

FETTER, Robert

Offered: Monday

4:30

Hakone

Maximum: 20

First, the presenter will define "extensive English-as-a-foreign-language (EFL) reading" and discuss its relationship to "EFL reading", "EFL teaching/learning", "second language acquisition (SLA)", "literacy", and "communicative competence". Second, the presenter will review recent research on EFL extensive reading and will conclude that extensive reading may be one of the most powerful teaching/learning strategies available to EFL teachers and students.

WHY MANY CHILDREN CAN'T GO TO SCHOOL IN JAPAN

FUJISAKI, Ikuko

Offered: Thursday

4:30

Sakura

Maximum: 20

Recently, schools in Japan have been experiencing three big problems: violence, bullying, and "school phobia". Last year, 75,000 primary and junior high school students were absent for more than fifty days. Most of these students *want* to go to school, but are not able to. Why do such problems happen? They are related to problems in family relationships and an academic, career-oriented society. The speaker will discuss these problems and compare the situation in Japan to that in Korea.

TECH TALK FOR TEACHERS

GATTON, William & KNOWLES, Lance

Offered: Sunday

4:30

Shiroyama

Maximum: 20

Offered: Wednesday

1:30

Shiroyama

Maximum: 20

This workshop begins with a brief review of multimedia. What is it and what can it do? We will examine the system requirements for effective use in language learning and focus on the kinds of problems often encountered, including the need for teacher training. In addition, we will look at emerging technologies such as digital video, speech recognition, and the Internet. The aim of the workshop is to solicit teachers' input regarding these topics as well as offer a view based on our experiences around the world.

USING THE INTERNET FOR ELT

GATTON, William & KNOWLES, Lance

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

In this session, we explore what the Internet is and what value it has for teaching and learning English. From simple issues such as how to connect to the Internet, we will discuss email, the World Wide Web, and Internet projects for your students. No previous experience is necessary to participate! We will start off with the assumption that this is new for everyone. We will be using a live Internet connection to demonstrate the resources available for ELT in cyberspace, so come and enjoy!

ISSUES IN EDUCATIONAL TECHNOLOGY

GATTON, William & KNOWLES, Lance

Offered: Tuesday 4:30 Shiroyama Maximum: 20

Offered: Friday 1:30 Shiroyama Maximum: 20

The impact of multimedia upon language training is the focus of this session. We will examine first the value of multimedia, its strengths and weaknesses. By considering what is critical in good lesson design, we will focus on several key issues for language learning, including the relationship between classroom, teacher, student, and multimedia. This will be followed by a demonstration of current multimedia courseware for language training and how schools in Japan are implementing such multimedia solutions.

"FONIKS": A SOUND IDEA!

JONES, Rebecca

Offered: Sunday & Thursday 4:30 H22 Maximum: 20

The ABC guide to Phonics: The speaker will offer ideas for introducing and teaching phonics to young Japanese learners of English in a fun, non-threatening way. This workshop will provide opportunities to practice the activities described as we work our way through the basics of a phonics programme and then discuss how such a programme may be integrated into a wider English language curriculum.

A TASTE FOR TEXTS

JONES, Rebecca

Offered: Monday 4:30 H22 Maximum: 20

Offered: Friday 1:30 H22 Maximum: 20

During this presentation, the speaker will demonstrate an approach that can help foster genuine interest in studying texts (literary and otherwise) in the classroom. Participants will be able to take part in pre-reading, reading, and post-reading activities that increase English learners' comprehension, motivation, and sense of satisfaction when dealing with texts.

WHAT DO YOU THINK?

JONES, Rebecca

Offered: Wednesday 4:30 Hakone Maximum: 20

This workshop will demonstrate learner-centered activities that encourage the production of authentic student-generated talk. Participants will experience activities that have worked well with both high school students and adults, by engaging their imagination, enhancing their self-confidence and motivating them to produce opinions, role-play dialogues, discussions and stories.

EXPERIENCING ENGLISH THROUGH DRAMA

KING, Elizabeth

Offered: Sunday

4:30 H23

Maximum: 20

As teachers, we look for dynamic ways to help students make the transition from language learners to communicators. Drama activities help students to forget themselves and begin to "participate" in English with greater confidence and comprehension. The presenter will show how simple breathing, movement, and voice-training exercises can be used as routine warm-ups in any class, and participants will sample a variety of group drama activities intended to show the broad scope of objectives that drama can help fulfill in the classroom. Most of these activities can be conducted in large classes, require no special training on the part of the teacher, and help students to express themselves in English in a natural and engaging way.

A VISION FOR MULTIMEDIA

KNOWLES, Lance

Offered: Sunday

2:15 Main Hall

Plenary

Where is technology headed? What is the future role of multimedia in the language class? In the opening address, the speaker will briefly trace the development of a pioneering multimedia language teaching company. This will serve as a case study to illustrate the evolution of multimedia and its relationship to language learning. He will then share his views on key issues such as the potential and limitations of multimedia and the challenges and benefits for the classroom teacher. He will also assess the potential for new technologies such as speech recognition and the internet for second language learners.

LET'S MAKE "BOTH ENDS" MEET

KULSIRISWAD, Saree

Offered: Monday	4:30	Sakura	Maximum: 20
Offered: Thursday	7:00	Sakura	Maximum: 20

In a learning situation where students learn on their own in a self-access learning center, students are free to choose the materials, the time and the learning style that suit them best. Learning on one's own, however, does not necessarily mean one has absolute learning autonomy. To a certain extent, self-access learning can be selectively incorporated into classroom activities at almost every stage to add more purpose to the learning of the English language.

USING OUR VOICES MORE EFFECTIVELY

MALEY, Alan

Offered: Sunday	4:30	Hakone	Maximum: 20
Offered: Wednesday	1:30	Hakone	Maximum: 20

Teachers depend heavily on their voices. But they rarely get any training for this. The session will introduce some simple techniques for voice work, give some advice on care and maintenance of the voice, and offer some practice reading activities.

TELLING STORIES WITH STUDENTS

MALEY, Alan

Offered: Monday & Thursday	1:30	Hakone	Maximum: 20
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Stories are endlessly fascinating. In this session, the speaker will offer some ideas for presenting stories, demonstrate with some stories, and offer practice to participants in telling stories.

WRITING STORIES WITH STUDENTS

MALEY, Alan

Offered: Tuesday	4:30	Hakone	Maximum: 20
Offered: Friday	1:30	Hakone	Maximum: 20

This session will offer some simple story-making techniques and give practice in writing a simple story based either on a Japanese theme or a theme from global issues.

SOMETHING OLD, SOMETHING NEW, SOMETHING BORROWED, SOMETHING TRUE

MALEY, Alan

Offered: Friday	3:30	Hakone	Plenary
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The talk will seek to identify some continuing and emergent trends in English Language Teaching as we cross into the 21st century. There will be 'old' things given new shape and life, such as literature, vocabulary, grammar, stories, etc. and teachers in classroom. New developments which will effect ELT include technology, a double-edged sword, the spread of English in the world and its changing functions, and the growing awareness of Global Issues in education for responsibility. ELT has always been a magpie, borrowing from many feeder fields. I shall look in particular at NLP/Accelerated Learning, AI/Cognitive Psychology and Management. Finally, I shall critically examine the Theory/Practice issue and the difficulties of integrating research findings into daily practice, the BANA/TESEP issue (Western wine in Eastern bottles?) and the continuing reality of the teacher in the ordinary classroom and what can be done realistically to help him/her.

DEVELOPING COMMUNICATION STRATEGIES THROUGH MATERIALS

MAYBIN, Don

Offered: Wednesday & Friday 1:30 H23 Maximum: 20

In this workshop, we will define and identify specific communication strategies, then discuss how to develop students' ability to use them in the classroom using published and self-produced materials. We will consider several aspects, including sequencing and duration of activities, as well as progression of tasks from teacher-controlled to learner-centered. Several 'hands-on' activities will be used to help participants gain a student's perspective. Full audience participation is appreciated.

WRITING FROM REALITY

MAYBIN, Don

Offered: Thursday 1:30 H23 Maximum: 20

When teaching writing there are two realities: classroom constraints, including behavioral, and the limitations of each student, including the ability to convey thoughts in writing based on personal experience, imagined or researched information. Using materials developed with his students at Fuji Phoenix College, the presenter will suggest an organized, group-based lesson approach for overcoming specific classroom obstacles, while encouraging students to take risks and write logically about the world around them. The ideas are adaptable for senior secondary students or adult learners and this workshop will be conducted as an actual class in order for participants to gain experience from the student's perspective. Full audience participation is appreciated.

LEARNER-CENTERED ACTIVITIES TO MOTIVATE YOUR CLASS!

MOORE, John

Offered: Tuesday

1:30 H22

Maximum: 20

Activities that promote creative and personal input from our students increase motivation and enhance language-learning. This workshop will focus on a variety of learner-centered activities, how to integrate them within the lesson, and what to do as follow-up. Participants will gain useful practical ideas for encouraging interaction and motivating learning! (This presentation is sponsored by Oxford University Press.)

LOOKING AT JAPANESE STUDENTS' NONVERBAL RESPONSES

NAKAMURA, Ian

Offered: Sunday

4:30 Sakura

Maximum: 20

Offered: Wednesday

1:30 Sakura

Maximum: 20

Many teachers have encountered students' silence when asking them questions. A common thought which races through this presenter's mind is, "Why doesn't the student speak?" Though the student may be silent, there are nonverbal responses. Looking at these nonverbal responses may help teachers get an idea of what the student is thinking. In this workshop, we will look at video recordings of teacher-student interactions. By using a description-interpretation process, we will consider the meaning of nonverbal actions.

HELPING JAPANESE STUDENTS OVERCOME SILENCE

NAKAMURA, Ian

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

Team relays, engaged listeners, and teacher-student written exchanges are examples of this presenter's efforts to increase students' willingness and enjoyment in trying to communicate orally in English. The theme of this workshop will be "learn by doing." Participants will be able to experience classroom activities, strategies, and techniques at two levels: as students involved in the activities and as teachers considering how the ideas offered can be used in their own classes.

CAPTURING JAPANESE STUDENTS' ATTENTION THROUGH MUSIC

NAKAMURA, Ian

Offered: Tuesday 4:30 Sakura Maximum: 20

Offered: Friday 1:30 Sakura Maximum: 20

Using music in class is a teacher and student favorite. However, teachers soon find out that there is more to creating language activities which engage students than simply turning on the tape recorder. What kind of music works best? How can this resource be exploited? The presenter will offer his answers to these commonly asked questions by guiding participants through a variety of songs and activities.

ODAWARA CASTLE

NISHINO, Hiromichi

Offered: Monday & Wednesday 1:30 Castleview Maximum: 20

In Japan today, there are thousands of castles to discover. Some are elegiac ruins, others are visually romantic buildings. There are lordly residences as well as fortresses. This presentation begins with a concise introduction to the history of Japanese castles, and ends with a look at one of the most important castles, Odawara Castle. We will take a trip to the castle so participants will be required to pay the 260 yen entrance fee.

GRAMMAR PRACTICE THROUGH TASKS

PARK, Eun-Soo

Offered: Wednesday & Thursday 4:30 H23 Maximum: 20

Even though the primary goal of language learning is "communication", it is certain that we cannot ignore the role of grammar in a communicative approach. But how can we teach grammar? The presenter will introduce several types of grammar tasks with simple samples. Their purpose is to make the learner aware of how the structure is formed, what it means and how it is used. The presenter will also demonstrate a few tasks which were designed and used in her own classroom.

LISTENING IN LANGUAGE LEARNING

ROST, Michael

Offered: Monday & Wednesday 1:30 H22

Maximum: 20

While most language teachers agree that listening is a key component of language proficiency, we often have difficulty understanding what listening ability is and how it develops. In this presentation we will explore key listening processes through short experiential tasks. We will briefly define five main aspects of listening--perception, parsing, comprehension, interpretation, and response--and outline ways of developing them in second language learning situations.

PSYCHOLINGUISTICS AND LANGUAGE TEACHING

ROST, Michael

Offered: Tuesday 4:30 H22

Maximum: 20

The field of psycholinguistics has developed a number of key concepts that describe the way our memory works when we use and understand language. This presentation will outline some of the key concepts that relate to second language teaching and learning, such as mental models, semantic networks, and schematic inference. We will consider how an understanding of these concepts can help us become more effective language teachers.

FUN ACTIVITIES FOR JUNIOR & SENIOR HIGH CLASSES

SATO, Naomi Nadine

Offered: Tuesday 1:30 H23

Maximum: 20

Looking for a few new ideas for your junior and senior high classes? Come to this presentation and have a great time exploring games and activities for use in the classroom. Practical, fun ideas for vocabulary, grammar, reading and speaking will be demonstrated from Prentice Hall's collection of fantastic ELT materials. Come prepared to be active! (This presentation is sponsored by Prentice Hall Japan.)

AMERICA STUDY PROGRAM - TOKYO JOGAKKAN HIGH SCHOOL

SHIBUSAWA, Masahide

Offered: Monday 1:30 Oceanview Maximum: 20

For the first time in its 107-year history, Tokyo Jogakkan ventured to send forty-one of its high school girls on an experimental 'America Study Program' in the summer of 1995. With the help of a video record of the trip, an English teacher, and one or two students who participated in the program, the presenter will reminisce and evaluate their two-week stay in the United States.

TWENTY-EIGHT YEARS OF LIOJ: A CHANGE IN ITS ENVIRONMENT AND BEYOND

SHIBUSAWA, Masahide

Offered: Monday 7:00 H22 Maximum: 20

The presenter pays tribute to Mr. Rowland Harker, LIOJ's founder, who passed away in May, and, following the Institute's twenty-eight year history, examines the unbelievable changes which have occurred in East Asia. He will also speculate on the kind of restructuring which Japan will have to face as it moves into the 21st century.

LEARNING ENGLISH WITH FOUR SKILLS ACTIVITIES

SUETRONG, Charunan

Offered: Monday 4:30 Oceanview Maximum: 20

Offered: Thursday 7:00 Oceanview Maximum: 20

The presenter will show some interesting activities using the four skills for learning English. These activities will allow students to practice listening, speaking, reading and writing English with joy. All participants are encouraged to take part in the activities that interest them as much as possible.

READING DEVELOPMENT FOR FIRST AND SECOND YEAR UNIVERSITY STUDENTS

TON NU, Thanh Thuy

Offered: Monday

7:00 H23

Maximum: 20

This paper looks at materials used for reading development: a series of *Cambridge Skills for Fluency: Reading 1, 2, 3 and 4* by Simon Greenall and Diana Pye. The materials are authentic and carefully selected with a view to stimulate learners' interest. However, being task-based with a lot of cultural components, some alien to Vietnamese learners, the textbooks are really a challenge to both learners and teachers. The paper, therefore, is an attempt to identify cultural hindrances in the process of reading and suggest some teaching implications which might be of use to teachers.

A TYPICAL WEDDING IN HUE

TON NU, Thanh Thuy

Offered: Thursday

7:00 H23

Maximum: 20

The purpose of the presentation is to introduce to people of other cultures a typical contemporary Hue wedding--a harmonious blending of past and present. This might be of interest to anyone who wants to understand some changes in the customs and practices.

A BLUEPRINT FOR CITIZEN INVOLVEMENT IN POLITICS IN THE 21ST CENTURY

TSURUNEN, Marutei

Offered: Thursday

1:30

Castlevew

Maximum: 20

In communities around Japan, intensive training has begun of "Antenna Citizens" who will monitor and support the work of the local and central governments in an effort to contribute in a positive way! In this session, the speaker will describe this new movement, as well as his plan to offer citizens an alternative to established political parties.

PEER OBSERVATION IN DEVELOPING PUBLIC SPEAKING SKILLS

WONG, Jane

Offered: Monday & Wednesday

4:30

Castlevew

Maximum: 20

Conventionally, ESL learners are given a chance to present topics in front of others in order to develop their public speaking skills, while teachers act as observers who provide performance feedback. However, in this presentation I would like to share the successful experience of involving my students as active observers during their peers' presentations, so as to arouse their awareness of what qualities an effective public speaker should possess as well as to develop their own presentation skills.

THE STUDY OF LANGUAGE AND CULTURE

WONGGOSITKUL, Anat

Offered: Monday	7:00	Hakone	Maximum: 20
Offered: Thursday	4:30	Hakone	Maximum: 20

In Thailand, English is studied as a foreign language. Thai students have to learn English as a subject for years in schools and universities. Most English teaching focusses on grammar, which enables Thai students to read and write well, but results in a lack of listening and speaking skills. This paper will describe and discuss problems in teaching and learning English focussing on the reasons why learners cannot communicate in the target language effectively.

PRONUNCIATION TRAINING: STIMULATING WORD-MAKING MUSCLES

YAMAGA, Masaji

Offered: Monday & Thursday	7:00	Green	Maximum: 15
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Many teachers have tried unsuccessfully to make adult learners correctly say specific sounds. The presenter will try to find a way to induce learners to pronounce target sounds by having them stand on tiptoes, stretch, clap hands and make other hand movements, without paying attention to sound recognition. The method involves trying to stimulate the whole peripheral nervous system so that the learner's sleeping word-making-muscles are awakened.

GUEST BIOGRAPHIES

TORU ANDO works for DynEd Japan. He holds a master's degree in International Relations from the International University of Japan and has lived in both Japan and the United States. He has been studying the issue of citizens' roles in enhancing mutual understanding in the international community.

MARC ARKINSTALL is an ELT consultant with International Thomson Publishing Japan. He has taught English to learners from over twenty countries during seven years of teaching in Canada and Japan.

COLIN BETHELL is the Cambridge University Press Sales Manager for Japan. He has taught in France, the UK, and Japan.

ALAN S. BRENDER, director of Writing Programs at Temple University Japan, has authored over twenty books and made presentations in Japan, Malaysia, Singapore and the United States. His 1995 Harcourt Brace Japan publication, *Three Crucial Words: A, An, The*, presents a clear logical approach to teaching the English article system effectively.

TUENJAI CHALERMKIT is a tutor in the Department of Linguistics, Srinakharinwirot University. She received her BEd and diploma in TEFL from Srinakharinwirot University Prasarnmit. She also received a scholarship to study a certificate course on Current Development in Language Teaching Methodology at Regional Language Centre (RELC), Singapore in 1988. She was Treasurer of Thai TESOL from 1993-1994.

KHAMSAI CHANTHALA graduated from the Pedagogical University in Vientiane, Laos. He currently teaches English to law students at the School of Law. He has also taught provincial irrigation specialists in Outomxai, a remote province in northern Laos.

CHONG CHAE-IM received her BA in Education and her MA in Psychological Education from Kyung-pook National University in Taegu, S. Korea. She has been teaching middle school children for seven years and is currently at Taegu Tong Middle School.

ETON CHURCHILL has been teaching French and English at Kyoto Nishi High School for the past four years. He is currently preparing the third year students for the annual Model United Nations hosted by KNHS and working on a master's degree at Temple University Japan in Osaka. 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.

KEN ENOCHS holds a BA in American Literature and an MEd 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 traveling.

STEVE EPSTEIN has worked as an English teacher for twenty years. He has an MA in TESOL from United States International University. At present, he is the Education and Language Training Advisor at the Ministry of Justice in Laos PDR where he teaches English to Supreme Court judges, members of the National Assembly and future judges and lawyers of Laos. Steve has taught in Thailand, the Philippines, Nepal and Indonesia. He is the author of *Xieng Mieng: the Cleverest Man in the Kingdom* and *Tall Tales of Turtles and Toads*, which are best selling books in Laos. He also holds an Advanced Certificate in Lamvong, the national dance of Laos.

IKUKO FUJISAKI is a fellow at the Matsushita Institute of Government and Management. She worked at Korean National Tourism Corporation after studying the Korean language in Seoul for a year. She is studying Japanese and Korean primary and junior high school education, especially in the area of mental health problems of students. She is training to become a counselor and makes daily visits to students who do not go to school.

WILLIAM GATTON began teaching in Japan at LIOJ in 1979 as Community Program Coordinator under Lance Knowles. He subsequently worked for Oxford University Press and BBC English for eleven years. In 1993 he again joined forces with Lance Knowles in founding DynEd Japan which he serves as president.

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 has lived in Kyoto since April 1996 when she joined the faculty of Kyoto Bunkyo Daigaku. This is her 11th LIOJ Summer Workshop.

LANCE KNOWLES is co-founder and president of DynEd International, a leading multimedia language teaching software company with sales in more than forty countries. (See DynEd's home page at www.dyned.com). Committed to quality in education, he has over twenty-five years of experience in language education, including more than ten years in the classroom and as a teacher trainer. From 1979-1985 he was LIOJ's Director.

SAREE KULSIRISWAD is an assistant professor at Chulalongkorn University Language Institute and has been teaching English as a foreign language to Thai Students for more than fifteen years. She has been involved in preparing self-study materials for CULI's Self-Access Learning Center.

ALAN MALEY teaches Masters courses at National University of Singapore. He also teaches courses on voice and creativity. He has worked in China, India, Africa and Europe. His publications include *Short & Sweet, Twelve Very Short Stories*. He is the series editor for *Oxford Resource Books for Teachers*.

DON MAYBIN, a former director of LIOJ, is currently at Fuji Phoenix College in Shizuoka Prefecture. He has taught different languages for over twenty years in a variety of institutions with students of all ages and levels. He regularly gives practical workshops for language teachers and is presently developing a classroom textbook which encourages learner awareness and application of communication strategies.

JOHN MOORE has extensive teaching and teacher-training experience in Britain and Japan and is currently an English Teaching Consultant with Oxford University Press.

IAN NAKAMURA, MA in TESOL from the School for International Training, is a part-time lecturer at Hiroshima University and Suzugamine Women's College. He has been teaching in a variety of settings in Hiroshima Prefecture since 1982. Originally from California, he retains a love of rock music, surfing and Mexican food.

KEISUKE NAKAYAMA is Managing Director of the MRA Foundation and Director of Asia Center Odawara. He studied at Osaka University of Foreign Studies and Mackinac College in Michigan. He graduated from Sophia University in Tokyo. In his youth, he was deeply involved in the cultural exchange program, "*Up With People*," and other similar MRA programs, which took him to North, Central, and South America, as well as South and Southeast Asia. Prior to joining the MRA Foundation in 1992, he worked for twenty-two years with the international joint venture company, JATCO, as an administrative manager.

HIROMICHI NISHINO is an English teacher at Ryutsu Keizai University High School. Educated at Waseda University, he now lives with his wife in Saitama. His published works include *Visiting Castles of Japan* (Iwanami Book Service Center) and *Visiting Castles of Britain* (Hutaba-sha).

PARK EUN-SOO was raised and educated in Seoul. She graduated from Ewha Women's University in February 1994 and has been teaching English at Eun-Buk Middle School in Seoul since March 1994. She is currently attending graduate school.

MICHAEL ROST, MA TESOL and PhD Linguistics, has worked in TESOL as a language teacher, teacher trainer, researcher, and author. He is author of several EFL text books, including the *Real Time English* series (Longman, 1994-1996), and of works in Applied Linguistics, including *Introducing Listening* (Penguin, 1995).

NAOMI NADINE SATO is an ELT Marketing Specialist for Prentice Hall Japan. She has been involved in ELT in Japan for five years.

MASAHIDE SHIBUSAWA is Executive Director of the MRA Foundation, which sponsors LIOJ and other educational 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. Currently, he serves as Director-CEO of Tokyo Jogakkan Schools for Women.

CHARUNAN SUETRONG graduated from the Faculty of Pedagogy, Chulalongkorn University, Thailand, majoring in French and minoring in English. She has been teaching at Prachin Ratsadorn Amroong School in the east of Thailand for many years.

TON NU THANH THUY has a bachelor's degree in TEFL and is a lecturer in the English Department, Hue University of Education. Her main subject of teaching is reading, but she is also interested in cross-cultural aspects in language teaching and how to adapt foreign textbooks for use with Vietnamese students.

MARUTEI TSURUNEN was born in North Karelia, Finland. He graduated from Jarvenpaa College with a degree in social work and came to Japan as a Lutheran Church missionary. In 1979, he obtained Japanese citizenship, and in 1981, he moved to Yugawara and established Tsurunen English Academy. In 1992, he was elected to the Yugawara Town Council where he served until 1995. He is the author of *Aoi Meno Kokkai-giin Imada Tanjow Sezu* (Benesse), and he translated *The Tale of Genji* into Finnish.

JANE WONG received her BEd Hons. in TESOL from London University and MSc in Teaching English for Specific Purposes from Aston University in Birmingham. After being a teacher trainer to some in-service ESL secondary and primary teachers, she joined the English Department of City University in 1994, teaching language proficiency and business communication courses to undergraduates in different programmes.

ANAT WONGGOSITKUL received his master's degree in Southeast Asian Languages and Linguistics. He is a lecturer in the Department of English, Faculty of Humanities, the University of the Thai Chamber of Commerce. His special skills include teaching Thai to foreigners. He is interested in the study of languages and cultures of Southeast Asia.

MASAJI YAMAGA is a commander in the Japanese Maritime Self-Defense Force (Navy), and began studying language learning following a four-year career as an English instructor in the mid-1970's. He is involved in strategic research as a staff member of the War Gaming System Division, MSDF Staff College. His interests include pop music and political science.

LIOJ FACULTY & STAFF BIOGRAPHIES

ALBERTO CARBONILLA, JR., LIOJ Program Developer, has a BS in Business Administration from the University of the Philippines. He worked for the International Catholic Migration Commission as an ESL teacher and cross-cultural trainer, then, as the Curriculum Developer-Training Officer for International Social Service. He also trained hotel managers and Filipino overseas workers. He is, at present, involved with the LIOJ Business Communication Program, English programs for the Hakone Open-air Museum and Shonan Living Center personnel, and continuing his professional development in the areas of cross-cultural training and intercultural communication.

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. From 1982 to 1995, she taught English, communication and broadcasting courses to college students in the Philippines. She has also been involved in theater, creative writing, radio broadcasting, and journalism.

ROBERT FETTER has an MA in TESOL from Portland State University, Oregon. He has taught English to international university students in the US and to Japanese students in various contexts in Japan. At present, he is especially interested in the role of L2 extensive reading in SLA.

MARK JAMES graduated from the University of Windsor, Canada, with an Med in Curriculum Studies, with a focus on Second Language Education, a BEd in Primary/Junior Education, and a BA in Sociology/Geography. He is currently interested in L2 learner motivation, learner-centred instruction, and task-based learning.

REBECCA JONES graduated with a BA Hons. degree in Modern Languages (French and 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, Poland and Spain. She also spent one year as the director of studies for an English school in Andalucia, Spain.

JAMES KAHNY, LIOJ Director, has a BA Hons. 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. He has been teaching EFL for over ten years including two years in Miyagi Prefecture and one year in Seoul, Korea. He currently team teaches at junior high schools in Matsuda town.

NATALIE WILLIAMSON received a BA in English and Communications from the University of Southern Queensland, Australia. She then taught and assisted people with disabilities to live happily within their community. After developing a love of teaching, she studied for a diploma of Secondary Education (U.S.Q.) enabling her to teach English and social studies. She has been teaching English in Japan for the past year and hopes to see more of the world and to continue to learn about and experience many different cultures.

KAZUMI MASUDA, an English Literature major at Ohtsuma Women's College, is responsible for accounting details at LIOJ. Her responsibilities include making arrangements for the LIOJ Summer Workshop.

KAZUKO MIZUKAMI works primarily with the LIOJ Community Program. She taught Japanese for ten months in Australia in 1993.

MIYUKI OHNO is the general manager of LIOJ and a former, long-term student of the LIOJ Community Program. She oversees all office operations, and represents LIOJ at MRA Foundation meetings.

The Language Institute of Japan

Past, Present and Future

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 with residential courses specializing in preparing Japanese university students to study abroad. It has since evolved to meet new needs.

In 1969, we offered our first workshop for English teachers. The LIOJ International Summer Workshop for Teachers of English is one of the oldest ongoing teacher-training conferences in Japan. To date, over 3,600 teachers have attended our workshops.

In 1971, community English courses for residents of Odawara were added to the LIOJ program. Today, LIOJ offers classes and special events for children, junior and senior high school students, and adults. Thousands of local residents have participated in LIOJ community courses.

In 1972, we opened our intensive residential courses in business English. More than 6,000 business people have completed the residential Business Communication Program. This year, LIOJ will conduct four two-week residential business courses. In addition, LIOJ currently provides English services for the Hakone Open-Air Museum, MOA, Shonan Living Center, and the Matsushita Institute of Management and Government.

In 1972, we began publication of our respected academic journal, *Cross Currents*, which continued for approximately twenty years. In 1975, LIOJ was the site of the TEFL conference which was instrumental in the creation of the Japanese Association of Language Teachers (JALT). In 1995 and again this year, LIOJ and JALT have cooperated in cosponsoring the Japan tour of visiting Asian teachers from China and Laos.

In 1988, LIOJ teachers founded a junior high team teaching program with the Odawara city Board of Education. The program carries on today at Matsuda and Yadoriki Junior High Schools in Matsuda town.

In 1992, LIOJ established an intensive residential program for high school students. We have provided intensive English lessons for students from Jyonai High School (Odawara), Arima High School (Ebina), Fukagawa High School (Tokyo), Tokyo Jogakkan Girls' High School (Tokyo), and Yokohama Hayato High School (Yokohama). More than 1,000 students have participated in LIOJ residential high school courses.

Over the years, hundreds of teachers from around Asia have received scholarships from LIOJ and participated in various LIOJ programs. In 1993, the Thailand/Japan Team Teaching Exchange, an English teacher exchange program was established in cooperation with the Department of Linguistics, Srinakharinwirot University, Bangkok.

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

LIOJ Programs

29th Annual

International Summer Workshop for Teachers of English

*next year's six-day workshop for English teachers
(early August)

1997 Thailand/Japan Team Teaching Exchange

*a ten-day English teacher exchange program in
Thailand (mid-August) and in Japan (mid-October)

High School Intensive Courses

*a three-day activity-based residential English program
for an entire class or individual high school students

Business Communication Program

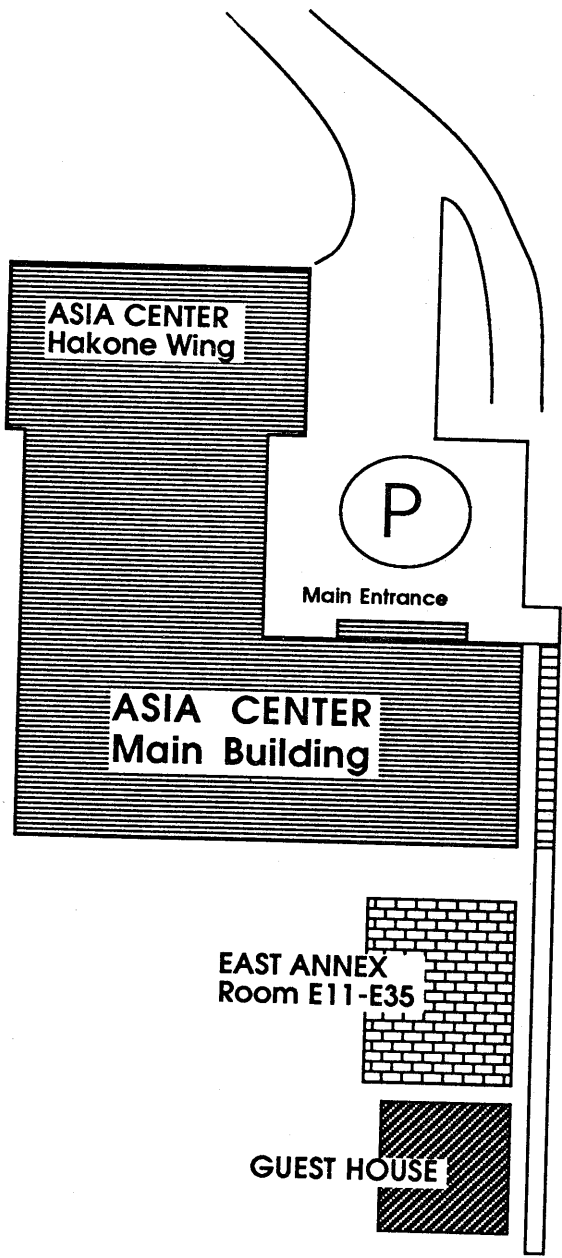
*a two-week residential English immersion program
for business professionals

Community Courses

*ongoing English classes for residents of all ages and
levels in the Odawara area

[For details on these programs, please contact the LIOJ office.]

Asia Center ODAWARA Building Location

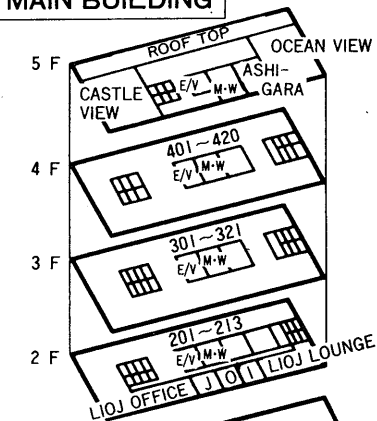


Asia Center ODAWARA Building Map

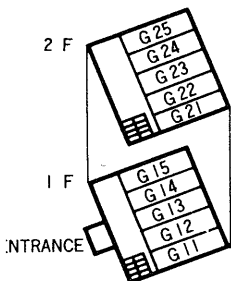


— LAYOUT —

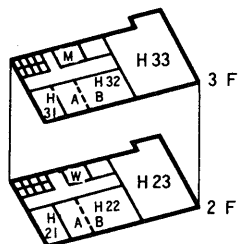
MAIN BUILDING



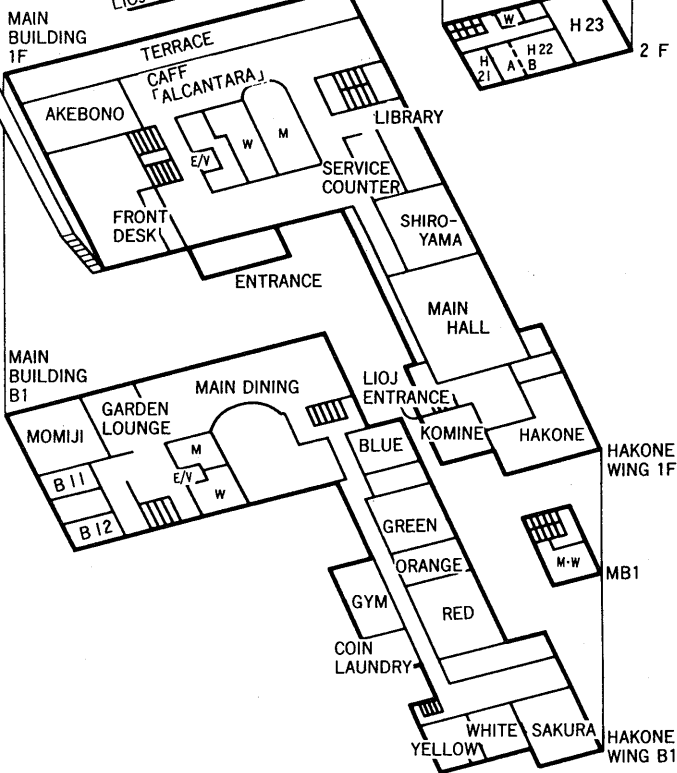
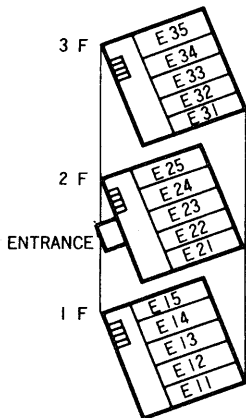
GUEST HOUSE



HAKONE WING



EAST ANNEX



MEMO
