

***29th Annual  
International Summer Workshop  
for  
Teachers of English***

*August 1-6, 1997*

**LIOJ**

**LANGUAGE INSTITUTE OF JAPAN**

**ASIA CENTER ODAWARA  
Odawara, Kanagawa**



***29th Annual  
International Summer Workshop  
for  
Teachers of English***

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**LANGUAGE INSTITUTE OF JAPAN**

**ASIA CENTER ODAWARA**

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To the Participants,

It is my great pleasure to welcome all of you to the 29th Annual Summer Workshop for Teachers of English, conducted by the Language Institute of Japan. Since the inception of LIOJ in 1969, the Teachers' Workshop has always been the highlight of our activities. It is an opportunity to meet with our colleagues from Japan and many of our Asian neighbors to exchange our views and experiences in our common trade, as well as to 'compare notes' on the problems and complexities involved in cross-cultural communication.

Clearly, the use of the English language as a lingua franca of the world has expanded greatly in recent years, not only as an instrument of interpersonal and international communication, but also as an indispensable tool for multimedia linkage binding the entire globe. It is not an exaggeration to say that all of us, including governments, corporations and individuals, will need knowledge and expertise in the English language to function effectively in the coming century. With that in mind, LIOJ is willing and eager to offer whatever resources we have to promote, to improve, and even to revolutionize, the concept and practice of English language education in this part of the world.

We are grateful that you have chosen to spend so much of your time, energy and financial resources to participate in this workshop, and sincerely believe that you find the program well worth your investment. I am equally appreciative of having so many distinguished lecturers travel such great distances to share their knowledge and expertise which will surely enrich the workshop greatly. I'm sure that, in spite of the notorious heat of the Japanese summer, your time here will be rewarding and beneficial.

Last, but not least, I would like to acknowledge the priceless contribution of the director and fine staff of LIOJ who have dedicated themselves to putting together this workshop and attending to every detail of its management.

A handwritten signature in black ink, appearing to read 'M. Shibusawa', written in a cursive style.

Masahide Shibusawa

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# GENERAL INFORMATION

## DAILY SCHEDULE

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

7:30 - 8:30	-Breakfast-
9:00 - 12:00	Morning Classes (Sa, Su, M, T, W)
12:00 - 1:30	-Lunch-
1:30 - 3:00	Presentations (Sa, Su, M, T, W)
3:00 - 4:30	-Open-
4:30 - 6:00	Presentations (F, Sa, Su, M, T)
6:00 - 7:00	-Dinner-
7:00 - 8:30	Presentations (S, Su)
8:30	-Open-

## STAYING AT ASIA CENTER ODAWARA

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

## PRESENTATION SIGN-UP PROCEDURE

Sign-up for Friday afternoon and Saturday presentations will be done early Friday afternoon. Saturday through Tuesday mornings, sign-up sheets for the following day's presentations will be located in the "Sign-Up Area". This area is marked 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 will be repeated, so your chances of seeing the presentations you want are quite high. **Please attend only the presentations you sign up for.**

## MATERIALS DISPLAY AREA

At this year's workshop, we will have a materials display in Komine room (1F) behind Main Hall. Participants who would like to display materials during the workshop are invited to do so and are asked to contact the LIOJ office upon arrival on Friday.



## INTERNATIONAL NIGHT!

On Monday evening at 7:00, we will hold our annual "International Night" in Main Hall. 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.

At this year's workshop, we have representatives from Australia, Burma, Canada, China, Japan, Korea, Laos, New Zealand, Thailand, the United Kingdom, the United States, and Vietnam.

Cultural performances will also be featured. Participants are invited to share a part of their 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 Sunday evening.**

Come and have a great time!

# DAILY SCHEDULE

## FRIDAY, AUGUST 1st

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 Keisuke Nakayama Managing Director, MRA Foundation
2:15 - 3:00	Plenary Address (Main Hall - 1F)  <i>University Entrance Exams: Their Effect on English Language Teaching</i>  JD Brown University of Hawaii at Manoa
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- (Cafe Alcantara - 1F)

## SATURDAY, AUGUST 2nd

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-

## SUNDAY, AUGUST 3rd

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-

## MONDAY, AUGUST 4th

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)

## TUESDAY, 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 -	-Dinner/Evening Out-

## WEDNESDAY, AUGUST 6th

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>Changes in Transitional Hong Kong Society</i>  Patrick Pak Kei Ng City University of Hong Kong
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 SCHEDULE

## FRIDAY PRESENTATIONS

### 2:15-3:00

Brown	<i>University Entrance Exams: Their Effect on English Language Teaching</i>	Main Hall
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### 4:30-6:00

Brown	<i>Improving Classroom Language Assessment</i>	Hakone
Cates	<i>Global Education: Ideas, Activities, Resources</i>	Castleview
Epstein	<i>Fact or Fiction?</i>	H23
Granger	<i>Taking the Danger out of Drama</i>	Sakura
Matsuka	<i>Phonics Activities</i>	Oceanview
Plitkins	<i>Suggestions for Task-Based Lessons</i>	Shiroyama



## SATURDAY PRESENTATIONS

### 1:30-3:00

Brown	<i>Systematic Development and Revision of Language Curriculum</i>	Hakone
Cates	<i>Multicultural Themework for the Language Classroom</i>	Castlevlew
Epstein	<i>Words, Words, and More Words: Activities for Building Vocabulary</i>	H23
Granger Matsuka	<i>Taught on a Monday, Forgotten on a Tuesday Teaching English in Public Elementary Schools</i>	Sakura Oceanview

### 4:30-6:00

Gatton	<i>Multimedia for Oral Communication</i>	Hakone
Kahny	<i>JTE + TTE: Team Teaching in Thailand and Japan</i>	H22
Ng	<i>An Experiential Learning Tool: Field Trip Feature Story Writing</i>	Green
Nakamura	<i>The Best and Easiest Ways to Study with Video</i>	Sakura
Nishiyama Plitkins	<i>Language Learning as a Physical Exercise An Introduction to CALL (Computer Assisted Language Learning)</i>	H23 Shiroyama

### 7:00-8:30

Iizuka	<i>EFL Materials for Cross-cultural Communication in Japanese Jr. High Schools</i>	Hakone
Kim	<i>"Pizza Reading" - An Example of High School Reading Methodology</i>	Sakura
Luangsichampa	<i>Finish the Love Story!</i>	H23
Rot-Arwut	<i>Come and Visit Kwan Phayao: A Project</i>	H22
Truong Thi Thai	<i>Teaching High School Students with Reading Texts in Vietnam</i>	Red
Wajasath	<i>English Small Talk: The First Step to Internationalization</i>	Green

## SUNDAY PRESENTATIONS

### 1:30-3:00

Cates	<i>UNESCO, Lingupax and English Textbooks Around the World</i>	Castleview
Granger	<i>Giving Grammar a Human Face: A Fictional Alternative to the Language of Grammar</i>	Sakura
Maley	<i>The Art of Making Successful Oral Presentations</i>	Hakone
Matsuka	<i>Oral Communication and Evaluation</i>	Oceanview
Nishiyama	<i>Thought Sequence and English</i>	H23
Saito	<i>Japanese Forms of Address</i>	Green

### 4:30-6:00

Epstein	<i>Tell Me a Story</i>	H23
Habbick	<i>Sweet Dreams or Nightmares: Motivating Junior &amp; Senior High School Students</i>	Sakura
Kahny	<i>An Intercultural Look at Classroom Management</i>	Castleview
Lobell	<i>American TV Quiz Shows Adapted for EFL</i>	H22
Matsuka	<i>Phonics Activities</i>	Oceanview
Plitkins	<i>Are We Speaking the Same Language?</i>	Shiroyama

### 7:00-8:30

Iizuka	<i>EFL Materials for Cross-cultural Communication in Japanese Jr. High Schools</i>	Hakone
Kim	<i>"Pizza Reading" - An Example of High School Reading Methodology</i>	Sakura
Luangsichampa	<i>Finish the Love Story!</i>	H23
Rot-Arwut	<i>Come and Visit Kwan Phayao: A Project</i>	H22
Truong Thi Thai	<i>Vietnamese Folk Songs</i>	Red
Wajasath	<i>English Small Talk: The First Step to Internationalization</i>	Green

## MONDAY PRESENTATIONS

### 1:30-3:00

Brown	<i>Improving Classroom Language Assessment</i>	Hakone
Cates	<i>Global Education: Ideas, Activities, Resources</i>	Castleview
Epstein	<i>Fact or Fiction?</i>	H23
Granger	<i>Taking the Danger out of Drama</i>	Sakura
Lobell	<i>"Instant" Activities for Busy Teachers</i>	H22
Plitkins	<i>An Introduction to CALL (Computer Assisted Language Learning)</i>	Shiroyama

### 4:30-6:00

Balderston	<i>A History of English Education in Japan: Lessons for Communicative Teaching</i>	H23
Brown	<i>Systematic Development and Revision of Language Curriculum</i>	Hakone
Harris	<i>Cross Cultural Simulation Approaches</i>	H22
Hoelker	<i>CE, RO, AC, AE: Which Learning Style Are You?</i>	Sakura
Mya Mya Win & Maung Pan Hmway	<i>Living Across Culture: A Burmese Poet in Japan</i>	Castleview
Plitkins	<i>Are We Speaking the Same Language?</i>	Shiroyama

### 7:00-

<i>International Night!</i>	Main Hall
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## TUESDAY PRESENTATIONS

### 1:30-3:00

Cates	<i>Multicultural Themework for the Language Classroom</i>	Castlevlew
Epstein	<i>Words, Words, and More Words: Activities for Building Vocabulary</i>	H23
Granger	<i>Taught on a Monday, Forgotten on a Tuesday</i>	Sakura
Hodgkinson	<i>Developing Your Students' Grammar and Vocabulary: Do It with Pizzazz!</i>	Hakone
Matsuka	<i>Teaching English in Public Elementary Schools</i>	Oceanview

### 4:30-6:00

Everingham	<i>Intro to Video</i>	Hakone
Harris	<i>Teaching Ethnicity in the Classroom: We Are Not Alone</i>	H22
Hoelker	<i>Teaching to Learning Styles with Right/Left Mode Techniques</i>	Sakura
Ng	<i>Creative Use of Language Laboratories for Building Oral Fluency and Confidence</i>	H23
Plitkins	<i>Suggestions for Task-Based Lessons</i>	Shiroyama
Saito	<i>Japanese Forms of Address</i>	Green

### 6:00-

*Evening Out*

## WEDNESDAY PRESENTATIONS

### 1:30-3:00

Cates	<i>UNESCO, Linguapax and English Textbooks Around the World</i>	Castleview
Epstein	<i>Hah Hah Hah Hah: Learning English through Funny Stories</i>	H23
Granger	<i>Giving Grammar a Human Face: A Fictional Alternative to the Language of Grammar</i>	Sakura
Harris	<i>OCA, OCC, Oh My God!</i>	H22
Hoelker	<i>Can Journal Writing Improve Language Ability?</i>	Hakone
Matsuka	<i>Oral Communication and Evaluation</i>	Oceanview

### 3:30-4:15

Ng	<i>Changes in Transitional Hong Kong Society</i>	Main Hall
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# GUEST SPEAKERS & INSTRUCTORS

Chris Balderston

Longman Japan

JD Brown

University of Hawaii at Manoa

Kip Cates

Tottori University

Steve Epstein

Ministry of Justice, Laos PDR

Max Everingham

Cambridge University Press

William Gatton

DynEd Japan

Colin Granger

Author, Teacher Trainer, Theatre Director

Robert Habbick

Oxford University Press

Brenda Harris

Kyoto Sangyo University

Kyoto Seika University

Heian Jogakuin St. Agnes College

Lisa Hodgkinson  
Prentice Hall Japan

Jane Hoelker  
Kanazawa Institute of Technology

Peter Lobell  
Tezukayama Gakuin Junior & Senior High School

Alan Maley  
National University of Singapore

Yoko Matsuka  
Matsuka Phonics Institute

Maung Pan Hmway  
Burmese Association in Japan

Mya Mya Win  
Burmese Association in Japan

Ian Nakamura  
Hiroshima University  
Suzugamine Women's College  
Hirodai Fuzoku Mihara Junior High School

Keisuke Nakayama  
Asia Center Odawara

Sen Nishiyama  
Japan Society of Translators

# INTERNATIONAL SCHOLARS

**Shoko Iizuka**

Morimura Gakuen Junior & Senior High School

**Jin-woo Kim**

Korea High School  
(KOTESOL)

**Phetmany Luangsichampa**

School of Law, Ministry of Justice, Laos PDR

**Patrick Pak Kei Ng**

City University of Hong Kong

**Prachak Rot-arwut**

Phayalaw Wittayakhom School  
(Thai TESOL)

**Mariko Saito**

Bunka Women's University

**Truong Thi Thai Thanh**

Hue University of Education

**Arwuth Wajasath**

Chulalongkorn University Language Institute



# LIOJ Faculty & Staff

Lisa Brickell

Instructor

Mark James

Program Developer

Jim Kahny

Director

Kazumi Masuda

Office Staff Member

Kazuko Mizukami

Office Staff Member

Miyuki Ohno

Office Manager

Daina Plitkins

Instructor

Laurie Sansone

Instructor

Natalie Williamson

Instructor

# MORNING CLASS DESCRIPTIONS

## Saturday - Wednesday, 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 Friday, from 7:00 to 7:30 pm.

A.	Brickell	<i>Developing Your General English Skills</i>	H-22
B.	James	<i>Increasing Learner Motivation in the EFL Classroom</i>	H-23
C.	Maley	<i>Making Texts More Interesting</i>	Hakone
D.	Nakamura	<i>An Introduction to Learning and Teaching by Video</i>	Sakura
E.	Sansone	<i>Spanish: An Experience in Language Learning</i>	Castlevew
F.	Williamson	<i>Exploring Culture</i>	Oceanview

## **A    *DEVELOPING YOUR GENERAL ENGLISH SKILLS***

BRICKELL, Lisa

H22

Improve your English, have fun and get ideas for your own classes as you learn. This class is designed for teachers who would like to "brush up" their English. Speaking and listening skills will be developed using a wide range of materials, including songs, videos, and newspaper and magazine articles. Students will participate in a variety of fun warm-up, grammar practice, and review activities derived from different approaches to language teaching and learning. A variety of techniques for use in the EFL classroom (for example, drama) will be introduced and explored. A portion of each class will be devoted to sharing ideas and considering how activities can be adapted to participants' own classroom situations.

## **B    *INCREASING LEARNER MOTIVATION IN THE EFL CLASSROOM***

JAMES, Mark

H23

Motivation is a crucial element of successful language learning. Unfortunately, while some students are obviously motivated to learn the language, many others appear not to be. So how can teachers maximize student motivation in their language classrooms? This question will be the focus of this morning class, and will be explored through discussions of theory and research, classroom strategies and techniques, and participants' personal experiences. In addition, specific examples of motivating activities will be presented and examined in class. The ultimate goal will be to help participants develop a framework for creating a motivating environment in their own language classrooms.

## **C    *MAKING TEXTS MORE INTERESTING***

MALEY, Alan

Hakone

Many teachers as well as students do not feel very confident about speaking English in class. However, if they have a written text or script to rely on, they can gain confidence. The text can be a bridge to completely natural, unscripted use of English. The aims of this class are:

- to help teachers become more confident in reading texts aloud in class.
- to increase their power of expression when reading texts.
- to suggest some techniques for exploiting spoken texts with students.

Participants will work with a variety of texts which can be spoken aloud: short jokes, poems and rhymes, jazz chants, advertisements, etc. The emphasis will be on suggesting ways to make reading texts aloud more interesting. This will include various forms of choral performance of texts, dramatised reading and the reading of texts 'in role'. Participants will have the opportunity to make a tape of their readings to take back to their schools. They will also prepare a performance for the final evening farewell party.

## **D    *AN INTRODUCTION TO LEARNING AND TEACHING BY VIDEO***

NAKAMURA, Ian

Sakura

Video plays an important role in our daily lives. While video for entertainment is widespread, the exciting, yet systematic application of video for language and cultural study is still generally overlooked. In this easy-to-understand class, we will experience and discuss various ways in which video can enhance our language and cultural experience as both teacher and student. The goals are: (1) to find out what kinds of videos and techniques will work in our own particular teaching situations; (2) to demonstrate how video can be used to promote professional growth; and (3) to develop self-study techniques and heighten cultural awareness through watching movies.

## **E    *SPANISH: AN EXPERIENCE IN LANGUAGE LEARNING***

SANSONE, Laurie

Castleview

Discover fresh ideas to use in your English classroom by studying a new language yourself. As language teachers we sometimes forget what it's like to be a beginning language learner. In this Spanish class we will experience language lessons, then analyze those lessons from a teaching perspective. Approximately 2/3 of each class will be spent learning Spanish. The remaining time will be spent reflecting on how effective this language learning experience was. The lesson will be analyzed in terms of the usefulness of activities, group work vs. pair work, and how lessons can be adapted to suit individual classroom needs. We will gain insight into our own teaching and leave with practical strategies to better motivate our students and to fulfill individual learner needs. Cultural activities, including a brief slide presentation, Colombian food tasting, and listening to Spanish music, will be included as well. (This class is designed for participants who have not previously studied Spanish.)

## **F    *EXPLORING CULTURE***

WILLIAMSON, Natalie

Oceanview

Why is a pat on the head a sign of affection in some places, but offensive in others? How come giving the 'thumbs up' means 'good' to some people, but to others shows disapproval? These questions merely touch the tip of the 'culture iceberg'. This class gives you the opportunity to use your English skills and personal experiences to delve further into this cultural iceberg. Topics such as culture shock, stereotypes, time and space, body language, and family will be explored through discussions, readings, interviews and audio material.

# PRESENTATION DESCRIPTIONS

(Listed in alphabetical order by presenter.)

## ***A HISTORY OF ENGLISH EDUCATION IN JAPAN: LESSONS FOR COMMUNICATIVE TEACHING***

BALDERSTON, Chris

Offered: Monday

4:30 H23

Maximum: 20

What are our students experiencing in our classrooms? How are these experiences different from what we expect or intend? What do the students themselves expect? How can we bring teacher and student expectations together to create more effective communicative classes? This presentation will address these questions through an historical look at English education in Japan. We will explore how the learners' previous experience with English education might influence their expectations and attitudes in communicative classes. (This presentation is sponsored by Longman Japan.)

## **OPENING PLENARY**

### ***UNIVERSITY ENTRANCE EXAMINATIONS: THEIR EFFECT ON ENGLISH LANGUAGE TEACHING***

BROWN, JD

Offered: Friday

2:15 Main Hall

This presentation will briefly review what the speaker has published about the university English language entrance exams in Japan. The speaker will then discuss some of the reactions to his work that other scholars have published. Finally, he will suggest some positive ways in which the entrance exams could be changed (a) to make them more equitable and (b) to improve their washback effect on English language teaching in Japan.

## **IMPROVING CLASSROOM LANGUAGE ASSESSMENT**

BROWN, JD

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

This presentation will begin by examining what a language test item is. Then, specific guidelines will be provided for writing different types of items: (a) a general set of guidelines for all item formats; (b) guidelines for selected-response item formats (true-false, matching, and multiple-choice); (c) guidelines for various sorts of constructed-response item formats (fill-in, short-answer, and performance); and finally, (d) guidelines for personal-response formats (conferences, portfolios, and self-assessment). Each set of guidelines will be explained with ample examples.

## **SYSTEMATIC DEVELOPMENT AND REVISION OF LANGUAGE CURRICULUM**

BROWN, JD

Offered: Saturday	1:30	Hakone	Maximum: 20
Monday	4:30	Hakone	Maximum: 20

This presentation explains the systems approach to language curriculum development, including: (a) needs analysis, (b) goals and objectives, (c) criterion-referenced testing, (d) materials selection, development, or adaptation, (e) teaching, and (f) program evaluation with the aim of continuously revising and upgrading the curriculum. Each of the components is explained in detail. Ample examples are drawn from the presenter's experiences in curriculum development in China, Saudi Arabia, and most recently, at the University of Hawaii.

## ***GLOBAL EDUCATION: IDEAS, ACTIVITIES, RESOURCES***

CATES, Kip

Offered: Friday	4:30	Castlevuew	Maximum: 20
Monday	1:30	Castlevuew	Maximum: 20

Global education is a new approach to language teaching which aims at helping students acquire the knowledge, skills and commitment needed to solve world problems such as war, poverty and pollution. This presentation will introduce a variety of ideas and activities for teaching global issues with a special focus on video, songs and role play. We'll examine global education teaching materials and discuss how best to teach world issues in English language classes.

## ***MULTICULTURAL THEMEWORK FOR THE LANGUAGE CLASSROOM***

CATES, Kip

Offered: Saturday & Tuesday	1:30	Castlevuew	Maximum: 20
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The English classroom is more than just a place to practice language skills. It can also be an exciting "window to the world" where students learn about other peoples, countries, cultures and customs. This presentation will show how multicultural themework can help students acquire a sense of world citizenship as they improve their English skills. Come and experience classroom activities which promote international awareness, global literacy and a healthy curiosity in our multicultural world!



## **UNESCO, LINGUAPAX AND ENGLISH TEXTBOOKS AROUND THE WORLD**

CATES, Kip

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

Did you ever wonder how English is taught in other countries? One of the best ways to find out is by examining textbooks from other countries such as Brazil, China, Egypt, Germany, Korea, Russia, and the Philippines. After analyzing these, we'll look at UNESCO's Linguapax project and discuss how English textbooks can promote peace and international understanding through their content.

## **FACT OR FICTION?**

EPSTEIN, Steve

Offered: Friday	4:30	H23	Maximum: 20
Monday	1:30	H23	Maximum: 20

Whales that snore? A dolphin that saved a drowning baby? True or false? Fact or fiction? Participants will read eight interesting stories and then decide which two stories are false. Participants will then see how the simple activity of true or false can be turned into a dynamic classroom lesson using all four language learning skills (reading, writing, listening and speaking), plus the most important skill--thinking.

## ***HAH HAH HAH HAH: LEARNING ENGLISH THROUGH FUNNY STORIES***

EPSTEIN, Steve

Offered: Wednesday

1:30

H23

Maximum: 20

Everyone loves to laugh. And while we are laughing at jokes in English we are also learning the language in a meaningful way. The participants will learn how to tell funny stories and learn the specific vocabulary of joke-telling. The participants will also learn what makes people laugh in Laos, Nepal, and in the United States. Come to laugh and learn!

## ***TELL ME A STORY***

EPSTEIN, Steve

Offered: Sunday

4:30

H23

Maximum: 20

Folktales are a dynamic resource for language learning. Enjoyable to teach, fun to learn, folktales are ideal for teaching junior and senior high school students. We will experience a lesson based upon a famous (and funny) folktale from Laos. Participants will learn how to create an exciting lesson plan based around a folktale. (The presenter has written two books of Lao folktales that are being used in Lao classrooms.)

## **WORDS, WORDS, AND MORE WORDS: ACTIVITIES FOR BUILDING VOCABULARY**

EPSTEIN, Steve

Offered: Saturday & Tuesday

1:30

H23

Maximum: 20

Do you have students who study "A" words on Monday and "B" words on Tuesday? Our students understand the importance of a broad vocabulary in English and often work, in strange ways, to increase that vocabulary. But there are methods that work and strategies to be learned that can help our students achieve their goal of a broad vocabulary. In this workshop, teachers will learn tried and tested activities to increase students' "wordpower".

## **INTRO TO VIDEO**

EVERINGHAM, Max

Offered: Tuesday

4:30

Hakone

Maximum: 20

Video is an increasingly attractive medium for complementing English language teaching in the classroom. The benefits to your students in seeing language in context and in realistic situations are invaluable. However, the challenge in providing video to low level language learners lies in making it accessible whilst retaining authenticity. *Intro*, the beginning level of the immensely popular *Interchange* series, offers a video which meets this challenge. This presentation will demonstrate how video can be successfully exploited in the classroom for students at elementary and low-intermediate levels. (This presentation is sponsored by Cambridge University Press.)

### **MULTIMEDIA FOR ORAL COMMUNICATION**

GATTON, William

Offered: Saturday

4:30

Hakone

Maximum: 20

*Engage*, a new CD-ROM course for Oral Communication A and B, is a joint project of DynEd and Kiriara University. The students interact with the story of Nani, a high school girl who goes on a homestay in California. Speech recognition with conversation simulations represents a breakthrough in multimedia programs. (This presentation is sponsored by DynEd Japan.)

### **TAKING THE DANGER OUT OF DRAMA**

GRANGER, Colin

Offered: Friday

4:30

Sakura

Maximum: 20

Monday

1:30

Sakura

Maximum: 20

Drama activities in the ELT classroom can leave both teachers and students feeling embarrassed and vulnerable. This highly practical session presents an easy to handle, danger-free drama activity which can boost students' confidence and motivation. It will also demonstrate how theatre rehearsal techniques can give students a fascinating insight into the relationship between meaning, stress and intonation, plus a fast, fun way to memorise language without tears.

**TAUGHT ON A MONDAY, FORGOTTEN ON A TUESDAY**

GRANGER, Colin

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

We often accept it as normal that our students forget much of the language we teach them. Yet persuading students to adopt quite simple procedures will lead to dramatic improvements in their ability to retain information. This session will provide a round up of the most common mnemonic strategies and show how they can be applied to learning English in a creative and motivating way.

**GIVING GRAMMAR A HUMAN FACE: A FICTIONAL ALTERNATIVE TO THE LANGUAGE OF GRAMMAR**

GRANGER, Colin

Offered: Sunday & Wednesday      1:30      Sakura      Maximum: 20

It often seems a waste of time talking *about* grammar. The technical and abstract language we have to use tends to confuse students and does little to help them develop a feeling for usage. This session will provide teachers with ways of making their teaching of grammar more immediate, accessible and memorable.

***SWEET DREAMS OR NIGHTMARES: MOTIVATING JUNIOR & SENIOR  
HIGH SCHOOL STUDENTS***

HABBICK, Robert

Offered: Sunday

4:30

Sakura

Maximum: 20

Large classes of unmotivated and unruly students? Life need not be a nightmare! With the right combination of interesting topics, varied contexts and effective classroom management techniques, classes can be fun and motivating--and less stressful--for students and teachers alike. Come along for a demonstration of learner-centered activities that will save your voice and keep your students talking! (This presentation is sponsored by Oxford University Press.)

***CROSS CULTURAL SIMULATION APPROACHES***

HARRIS, Brenda

Offered: Monday

4:30

H22

Maximum: 20

Why teach using "Cross Cultural Simulation" approaches? In contrast to a lecture situation, when you teach with a simulation your students become active learners. This learning experience builds upon the philosophy in the old Chinese proverb: "I hear and I forget, I see and I remember, I do and I understand." In this presentation, participants will take part in a simulation and several games, and then receive suggestions on debriefing techniques.

***TEACHING ETHNICITY IN THE CLASSROOM: WE ARE NOT ALONE***

HARRIS, Brenda

Offered: Tuesday

4:30 H22

Maximum: 20

For many students in Japan the sight of a foreigner may result in some form of uneasiness. Perhaps if students were taught about the values, institutions, customs, and habits of a particular people, they would be more at ease when meeting people from other countries. The aim of this presentation is to provide participants with activities for teaching ethnicity in the EFL classroom.

***OCA, OCC, OH MY GOD!***

HARRIS, Brenda

Offered: Wednesday

1:30 H22

Maximum: 20

Although Mombusho mandated the use of communicative strategies in the classroom, many junior and senior high school students still receive unmotivating content with no explanation of the context in which the language is useful and meaningful. The quality of the "drill" must be enhanced so that students learn English that is meaningful and will be better remembered. In this presentation, we will practice communicative strategies to be used in the classroom.

**DEVELOPING YOUR STUDENTS' GRAMMAR AND VOCABULARY:  
DO IT WITH PIZZAZZ!!**

HODGKINSON, Lisa

Offered: Tuesday

1:30

Hakone

Maximum: 20

Do your students moan at the thought of grammar and vocabulary instruction? Do *you* moan at the thought of grammar and vocabulary instruction?! This workshop will explore fun, lively activities to bring energy back into your classroom. Drawing upon examples from *The Word by Word Picture Dictionary* and *Fun with Grammar*, the presenter will demonstrate a variety of teaching strategies, activities and learner-centered exercises for creating a dynamic classroom environment. Come and discover some new ideas to generate enthusiasm, stimulate classroom interaction and encourage students to share their knowledge! (This presentation is sponsored by Prentice Hall Japan.)

**CE, RO, AC, AE: WHICH LEARNING STYLE ARE YOU?**

HOELKER, Jane

Offered: Monday

4:30

Sakura

Maximum: 20

The perfect lesson plan maximizes participation in the learning activity and minimizes resistance to the learning experience. An understanding of learner differences enables the teacher to design this perfect lesson plan. Participants will take an adaptation of the "Learning Type Measure". They will group themselves with people of like types (Concrete, Reflective, Abstract, or Active) and discuss a problem. Next, they will examine the characteristics of each of the groups revealed through the process of solving the problem and discuss how to apply the theory to classroom curriculum design.



## ***TEACHING TO LEARNING STYLES WITH RIGHT/LEFT MODE TECHNIQUES***

HOELKER, Jane

Offered: Tuesday

4:30

Sakura

Maximum: 20

Wholes as well as parts, better questions as well as right answers, process as well as product, a balanced, whole-brained curriculum honors both these ways of learning. Most schools emphasize left-brain activities which are easy to grade. But does a "teach and test" curriculum develop the whole student? This workshop will deal with ways to develop right-mode activities that are process-oriented and open-ended, thus allowing the learner to create the result.

## ***CAN JOURNAL WRITING IMPROVE LANGUAGE ABILITY?***

HOELKER, Jane

Offered: Wednesday

1:30

Hakone

Maximum: 20

Journal writing provides an interesting and individualized way for multi-level classes to learn English. Students can choose to write on topics that engage them. Students can also improve their language ability through this unmonitored activity because the use of grammatical forms and structures evolves naturally. In this workshop, participants will complete some journal writing activities. The presenter will share the written record she has kept of patterns of morpheme use in her students' journals.

## **EFL MATERIALS FOR CROSS-CULTURAL COMMUNICATION IN JAPANESE JUNIOR HIGH SCHOOLS**

IIZUKA, Shoko

Offered: Saturday & Sunday

7:00

Hakone

Maximum: 20

Regarding cross-cultural communication, what kind of approach should we take in the classroom? What kinds of materials are suitable for Japanese junior high school students? In this presentation, we will consider possible answers to these questions by presenting materials which have been actually tried out in the classroom. We will also look at the results of student feedback. I will invite participants to experience some of the classroom activities so that we can share ideas for developing materials.

## **AN INTERCULTURAL LOOK AT CLASSROOM MANAGEMENT**

KAHNY, Jim

Offered: Sunday

4:30

Castlevew

Maximum: 20

"Why can't they be like *we* were, perfect in every way? What's the matter with kids today?" In the nineties, many teachers face various challenges in the classroom regarding student comportment. In this session, we will: 1) brainstorm measures that teachers can take to prevent classroom management difficulties from arising; 2) discuss what responses are most effective in addressing specific classroom management problems; 3) consider the issue of classroom management in the context of an international team teaching class; and 4) examine the policies of typical public schools in Japan and the US on dealing with various discipline problems.

***JTE + TTE: TEAM TEACHING IN THAILAND & JAPAN***

KAHNY, Jim

Offered: Saturday

4:30 H22

Maximum: 20

JTEs team teaching in Thailand, TTEs team teaching in Japan! Since 1993, Japanese and Thai teachers of English have experienced team teaching classes from a unique perspective. In this session, the presenter will: 1) give some background information on the Thailand/Japan Team Teaching Exchange project conducted by LIOJ and Srinakharinwirot University, Bangkok; and 2) share the results of feedback collected from participating teachers and students, both Thai and Japanese.

***"PIZZA READING": AN EXAMPLE OF HIGH SCHOOL READING METHODOLOGY***

KIM, Jin-woo

Offered: Saturday & Sunday

7:00 Sakura

Maximum: 20

"Pizza Reading" refers to the division of the whole into sections, as if slicing a pizza. "Pizza Reading" is a strategy for teaching reading at the high school level. Students actively participate in activities such as skimming, brainstorming, intensive reading and group discussion. This helps them understand the main idea and sequence and draw conclusions about text passages. This technique works well with large classes.

### ***FINISH THE LOVE STORY!***

LUANGSICHAMPA, Phetmany

Offered: Saturday & Sunday      7:00      H23      Maximum: 20

Will the boy and girl live happily ever after or will their hearts be broken? The students will decide. In this workshop, participants will experience a writing lesson while developing the other three skills. The activity features the favorite topic of young people around the world: Love. Teachers will activate the students' brains and their hearts.

### ***AMERICAN TV QUIZ SHOWS ADAPTED FOR EFL***

LOBELL, Peter

Offered: Sunday      4:30      H22      Maximum: 20

"Concentration" is a memory game in which teams compete to match hidden questions and answers by uncovering two at a time. "Jeopardy" is a general knowledge game which practices question formation, especially for the "Wh" questions -- Who, What, Where, When. In this presentation, we will look at how to adapt these quiz shows for use in EFL classes. (This presentation is cosponsored by the JALT Jr./Sr. High N-SIG.)

### ***"INSTANT" ACTIVITIES FOR BUSY TEACHERS***

LOBELL, Peter

Offered: Monday      1:30      H22      Maximum: 20

In this presentation, a variety of activities will be demonstrated which can be used in either the classroom or English Club. Topics will include food, numbers, combination activities and various ways to use postcards. These activities are popular with students and they require very little preparation. (This presentation is cosponsored by the JALT Jr./Sr. High N-SIG.)

## ***THE ART OF MAKING SUCCESSFUL ORAL PRESENTATIONS***

MALEY, Alan

Offered: Sunday

1:30

Hakone

Maximum: 20

Teaching is a kind of performance. However, teachers are rarely given any training in how to perform more effectively (and with less stress). This session will suggest that teachers may have quite a lot to learn from two other groups of public performers: actors and business people. From actors we can learn how to use our bodies and voices more effectively. From business presenters we can learn about how to organise our content better. The session will demonstrate how this might be done, using a checklist framework covering: Content and Organisation, Audience Control, and Platform Skills (Voice and Gesture, etc.) There will also be tips on how to look after your voice, which is the teacher's most valuable resource!

## ***PHONICS ACTIVITIES***

MATSUKA, Yoko

Offered: Friday & Sunday

4:30

Oceanview

Maximum: 20

Are you worried about those students who can't read textbooks aloud? Phonics might help. Phonics combines meaning, sound and letters without using katakana or phonetic signs. In this session, the participants will watch videos and learn some activities for teaching phonics to lower-level students.

### ***TEACHING ENGLISH IN PUBLIC ELEMENTARY SCHOOLS***

MATSUKA, Yoko

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

English is going to be taught in public elementary school from when, by whom, how and why? This is a serious topic that all teachers of English have to think about. In this session, there will be a sixty minute discussion after watching a twenty-five minute video of an experimental program.

### ***ORAL COMMUNICATION AND EVALUATION***

MATSUKA, Yoko

Offered: Sunday & Wednesday      1:30      Oceanview      Maximum: 20

How do you evaluate oral communication and make students participate more seriously in class? After brainstorming and exchanging some ideas, participants will practice evaluating speeches.

### ***LIVING ACROSS CULTURE: A BURMESE POET IN JAPAN***

Mya Mya Win & Maung Pan Hmway

Offered: Monday      4:30      Castlevuew      Maximum: 20

Culture is not the same everywhere. It varies with place and time. Speech, behavior and thought change. What is done in one place is not usually done in another. This can be termed as a difference in culture. I am originally from Myanmar, but am now living in Japan. I am not Japanese so I observe things with Myanmar eyes. I also think like a Myanmar. But what is the same for both countries is our way of thinking and human feeling which we share with all the people of the world.

### ***THE BEST AND EASIEST WAYS TO STUDY WITH VIDEO***

NAKAMURA, Ian

Offered: Saturday

4:30 Sakura

Maximum: 20

There is a growing interest throughout Asia in how to shift the direction of EFL education to a more communicative approach. Video offers students and teachers alike fresh and exciting possibilities in how to change the way English is studied. This presentation will highlight ideas for using video for classes, professional development (as teachers and possibly researchers), public speaking improvement, and personal study. Whether looking at details or discussing current issues, video offers something for everyone.

### **CLOSING PLENARY**

#### ***CHANGES IN THE TRANSITIONAL HONG KONG SOCIETY***

NG, Patrick Pak Kei

Offered: Wednesday

3:30 Main Hall

In the closing plenary, the speaker will first cover general issues of interest in this handover year (1997) such as the formation of the Special Administrative Region government, the new airport project, disputes over amendments in Public Order Ordinance. Then he will discuss the issues of new immigrant children arriving from mainland China, and the adoption of mother-tongue education in primary schools. Finally, he will answer questions from the audience.

***AN EXPERIENTIAL LEARNING TOOL: FIELD TRIP FEATURE STORY WRITING***

NG, Patrick Pak Kei

Offered: Saturday

4:30

Green

Maximum: 15

In a freshman foundations writing class, Writing for Specific Purpose, the presenter took students on several local field trips to explore and experience distinct communities for a feature story-writing task. Students were able to interact with teacher, peers, and most importantly, the real world around them. It is an invaluable asset on such trips to learn vocabulary in English, attempt to describe the environment and evaluate observed social ills or treasures. In this presentation, the speaker will discuss this idea with participants.

***CREATIVE USE OF LANGUAGE LABORATORIES FOR BUILDING ORAL FLUENCY AND CONFIDENCE***

NG, Patrick Pak Kei

Offered: Tuesday

4:30

H23

Maximum: 20

In several speaking classes, the presenter explored the possibilities of speech-making development tasks through students roleplaying DJs or VJs, and other broadcasters, in the language lab. Students practiced speech scripting, song selection, and audience interaction skills while preparing and presenting radio and TV programs. In this presentation, the speaker will share ideas for creative language laboratory use.



### ***LANGUAGE LEARNING AS A PHYSICAL EXERCISE***

NISHIYAMA, Sen

Offered: Saturday

4:30 H23

Maximum: 20

The acquisition of language is often considered by students as an intense mental discipline. However, a reflection on the student's acquisition of his or her own native tongue can reveal that the effort is as much physical as it is mental. Realization of this fact can result in the expansion of the types of self practice that the student can develop.

### ***THOUGHT SEQUENCE AND ENGLISH***

NISHIYAMA, Sen

Offered: Sunday

1:30 H23

Maximum: 20

Japanese thought sequence is, of course, strongly influenced by the sequence of information expressed in Japanese sentences. The speaking of English by a Japanese is likely to be governed by the Japanese thought sequence. Recent trends in recognizing various forms of English used in various cultures may require native speakers of English to accept what is known as "World Englishes".

## ***AN INTRODUCTION TO CALL (COMPUTER ASSISTED LANGUAGE LEARNING)***

PLITKINS, Daina

Offered: Saturday	4:30	Shiroyama	Maximum: 20
Monday	1:30	Shiroyama	Maximum: 20

This will be a hands-on workshop for those who truly have no experience with computers or electronic resources. The presenter will begin by introducing participants to the Internet and showing them how to find free EFL software on the World Wide Web. CALL programs that are available publicly will be demonstrated, and participants will have a chance to learn how the software functions. If time permits, we will discuss authoring programs so that teachers can input their own texts, and how the programs might be integrated into a coherent teaching program.

## ***SUGGESTIONS FOR TASK-BASED LESSONS***

PLITKINS, Daina

Offered: Friday & Tuesday	4:30	Shiroyama	Maximum: 20
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This workshop will present one possible format for task-based lessons and its implementation in the EFL classroom. The theoretical basis for the suggested format and ideas for task use in different classroom situations will be examined. Participants will have a chance to experience task-based learning as well as discuss the implications of using tasks for teaching English.

### ***ARE WE SPEAKING THE SAME LANGUAGE?***

PLITKINS, Daina

Offered: Sunday & Monday      4:30      Shiroyama      Maximum: 20

English is taught and used for communication all over the world. But is the same language really being used everywhere? This workshop will look at some of the lesser-known differences in vocabulary, grammar and pronunciation that emerge when speakers of different varieties of English such as American, British, Australian, Irish, and so forth, meet and try to communicate. The presenter will draw on her own experiences with speakers from different countries, as well as ask participants to share any interesting differences that they have discovered.

### ***COME AND VISIT KWAN PHAYAO: A PROJECT***

ROT-ARWUT, Prachak

Offered: Saturday & Sunday      7:00      H22      Maximum: 20

A project can be of great use for language learning since it encourages students' participation in the learning process. Moreover, the focus is on content rather than the form of the language. Procedures in carrying out project work together with suitable types of activities as well as a framework for planning and organising project work in schools will be discussed and illustrated with samples of students' work obtained from the presenter's home school.

### **JAPANESE FORMS OF ADDRESS**

SAITO, Mariko

Offered: Sunday	1:30	Green	Maximum: 15
Tuesday	4:30	Green	Maximum: 15

In Japanese, people change their manner of speaking and choice of words according to the situation. Terms used for addressing people vary greatly depending on the situation. In this session, the presenter will first explain the conventional rules for addressing people in Japanese. Then, using excerpts from the popular *Jarinko Chie* comic series, the presenter will discuss the effect that forms of address can have on the listener. Finally, the presenter will discuss the recent changes in the conventional norms for addressing people in light of current social trends.

### **TEACHING HIGH SCHOOL STUDENTS WITH READING TEXTS IN VIETNAM**

TRUONG THI THAI, Thanh

Offered: Saturday	7:00	Red	Maximum: 15
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This presentation deals with a teaching procedure for English reading texts which are being used in high schools in Hue, Vietnam. The three-stage procedure--pre-reading, reading, post-reading--includes a variety of activities which aim to help students: (1) practise reading both intensively and extensively and (2) recall vocabulary by grouping new words and structures in the reading texts.

**VIETNAMESE FOLK SONGS**

TRUONG THI THAI, Thanh

Offered: Sunday

7:00

Red

Maximum: 15

Folk songs are a very important part of Vietnamese culture. They come from the three regions of Vietnam: the north, the central region, and the south. The folk songs of each region of Vietnam have unique rhythms and tunes. These songs are about love between a man and a woman (a boy and a girl), or love between a mother and her children.

**ENGLISH SMALL TALK:****THE FIRST STEP TO INTERNATIONALIZATION**

WAJASATH, Arwuth

Offered: Saturday &amp; Sunday

7:00

Green

Maximum: 15

Small talk plays a big part in one's life both socially and in business. But making small talk in English is not so simple. A lot of Thai learners have problems engaging in small talk. The main aims of this presentation are to examine the reasons why people encounter such difficulties engaging in small talk, to examine the etiquette and rules governing small talk, and to discuss the strategies one needs in order to effectively engage in small talk.

## GUEST BIOGRAPHIES

CHRIS BALDERSTON began teaching English in 1986 as a Mombusho English Fellow, and has taught in high schools and private language schools. In 1992, he took a break from teaching to study Second Language Acquisition at the University of Oregon, and has been a representative for Longman Japan since 1993.

JAMES DEAN ("JD") BROWN is a Professor on the graduate faculty of the Department of ESL at the University of Hawaii at Manoa. He did his MA and Ph.D at UCLA. He has published numerous articles on language testing and curriculum development, and four books on: reading statistical language studies (Cambridge), language curriculum development (Heinle & Heinle), language testing (Prentice-Hall), and an edited collection (with Yamashita) on language testing in Japan (JALT). JD often teaches at Temple University Japan in Tokyo and Osaka.

KIP CATES has a BA in Modern Languages and an MA in Applied Linguistics. He teaches at Tottori University, gives courses on global education for the MA-in-TESOL program of Teachers College Columbia University, and coordinates the Global Issues Special Interest Group of the Japan Association for Language Teaching (JALT).

STEVE EPSTEIN 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. 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.

MAX EVERINGHAM is an experienced teacher and teacher trainer. He has been involved in general, business, and examination English programs in China, Korea and the UK. He is an ELT representative for Cambridge University Press.

WILLIAM GATTON is President of DynEd Japan. He began teaching in Japan at LIOJ in 1979 as Community Program Coordinator. He subsequently worked for Oxford University Press and BBC English for eleven years. In 1993, he joined forces with former LIOJ Director Lance Knowles in founding DynEd Japan.

COLIN GRANGER is a teacher, teacher trainer, and ELT materials writer. He is also co-director of a British theatre company that specializes in performing plays from abroad. He has taught English in the UK, Spain, Switzerland and Italy. His English language teaching publications include *Contact English*, *Play Games with English*, *New Generation*, *American Generation*, and *The Heinemann English Grammar*.

ROBERT HABBICK, a long-term resident of Japan, is deputy manger of Oxford University Press. He has been involved in English language teaching for nine years.

BRENDA HARRIS is a part-time lecturer at Kyoto Sangyo University, Kyoto Seika University, and Heian Jogakuin St. Agnes College, and taught for three years in Kyoto Nishi High School's *Kokusai Bunka* course. She has an MA in TESOL and in personnel management. She has presented at TESOL and the Japan Center for Michigan Universities.

LISA HODGKINSON taught at both the elementary and high school levels in Canada before coming to Japan four years ago. Here she has taught English at all levels ranging from kindergarten to university. Lisa is an active member of JALT. She works with both the team of volunteers who produce The Language Teacher each month and with the JALT N-SIG Teaching Children. She is currently a representative with Prentice Hall Japan.

JANE HOELKER has taught EFL in universities and commercial institutions in Rwanda, Mali, and Korea. She is currently teaching full-time at Kanazawa Institute of Technology in Ishikawa prefecture. She is the JALT National Public Relations Chair as well as the JALT Advisor to the Pan Asian Conference series.

JIN-WOO KIM is an English teacher at Korea High School in Kwangju, Korea. He taught junior high school for two years and senior high school for eight years. He graduated from Chonnam National University with a degree in English language and literature. He is the president of Korea TESOL Cholla Chapter and is the LIOJ scholar representing Korea TESOL.

PETER LOBELL has taught every age and level in his eleven years in Japan. For the past eight years he has been teaching at Tezukayama Gakuin Junior & Senior High School in Osaka, where he has been appointed a full-time teacher. He is a Coordinator and Treasurer for the JALT Junior/Senior High N-SIG.

PHETMANY LUANGSICHAMPA is a teacher of English at the School of Law, Ministry of Justice, Laos. She graduated from Dong Dok Pedagogical College. She has a graduate certificate in TESOL from the University of Technology, Sydney. She is the LIOJ scholar from the Ministry of Justice, Laos.



ALAN MALEY teaches Masters courses at the 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*, and *Twelve Very Short Stories*. He is the series editor for *Oxford Resource Books for Teachers*.

YOKO MATSUKA is a graduate of Tamagawa University and California State University San Francisco. She is director of Matsuka Phonics Institute in Tokyo. Her publications include *Eigo Suki Desu Ka* and other books and textbooks.

MAUNG PAN HMWAY was a language instructor at Yankoun University in the 1970s. His publications include many poems and books on poetry and novels in Burmese. His works have been translated into both English and Japanese. He has delivered many lectures on poetry in Burma and Japan.

MYA MYA WIN operates the Minshuku Burma in Ito city, Shizuoka prefecture. She is a member of the executive committee of the Burmese Association in Japan, and from 1989 to 1995 served as the organization's honorary chairman. In 1988, she lost her Burmese nationality and since 1992, she has lived in Japan under political refugee status.

IAN NAKAMURA, MA in TESOL from the School for International Training, teaches English at Hiroshima University, Suzugamine Women's College, and Hirodai Fuzoku Mihara Junior High School. While earning his BA in art history from the University of California, Santa Barbara, he cultivated an interest in film.

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

PATRICK PAK KEI NG is a lecturer in the English Department of the City University of Hong Kong. He specializes in public speaking, speaking proficiency development and development of integrated language programs. He is the LIOJ scholar from the City University of Hong Kong, China.

SEN NISHIYAMA worked as a Japanese Government engineer, an advisor to the Allied Occupation headquarters, an advisor to the US Embassy, and thereafter for Sony Corporation. He is a member of Japan P.E.N. Club and the Japan Society of Translators. He is the author of several books on language, interpreting, and cultural comparisons.

PRACHAK ROT-ARWUT is an English teacher at Phayalaw Wittayakhom School in Phayao, the north of Thailand. He recently received his MA in TEFL from the Department of Linguistics, Srinakharinwirot University, Bangkok. He is the LIOJ scholar representing Thai TESOL, and was a presenter at the First Pan-Asian Conference in Bangkok in January.

MARIKO SAITO graduated from Tokyo Gakugei University with a BA in social psychology. As an EWC grantee, she studied at the University of Hawaii, and received an MA in sociolinguistics. She is now teaching Japanese to Asian students at Bunka Women's University. Her current interests are in language and culture and cross-cultural communication.

TRUONG THI THAI THANH is a lecturer at Hue University of Education in Hue, Vietnam. She has been teaching English for twelve years, specializing in courses in listening and translation. She is especially interested in the teaching of culture. She is the LIOJ scholar from Hue University, Vietnam.

ARWUTH WAJASATH is an assistant professor at Chulalongkorn University Language Institute. He has a BEd and an MA in English. He has taught oral communication for eight years and researched learning strategies of first year English students at Chulalongkorn University. His areas of interest include learning strategies and small talk. He is the LIOJ scholar from CULI.

## LIOJ FACULTY & STAFF BIOGRAPHIES

LISA BRICKELL graduated from the University of Auckland, New Zealand with a BA in English and Italian, a post-graduate Diploma in Drama, and an MA level Certificate of Proficiency in Film/Media Studies. She completed the Royal Society of Arts Cambridge Certificate in TEFL at Languages International School in Auckland, then worked there for four years teaching general, academic, exam, and business English. She has also taught English in Italy and has worked as a singer, actor, and comedian.

MARK JAMES, LIOJ Program Developer, 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 second/foreign language learner motivation, learner-centred instruction, and task-based learning.

JAMES KAHNY, LIOJ Director, has been teaching EFL in Asia for over ten years. He teaches at Matsuda Junior High School and Yadoriki Junior High School in Matsuda town, and coordinates LIOJ's Thailand/Japan Team Teaching Exchange in partnership with Srinakharinwirot University, Bangkok. He worked for two years as a US Peace Corps Volunteer in Benin, West Africa. He has a BA Hons. in Political Science and German from Western Washington University.

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 Workshop.

KAZUKO MIZUKAMI studied Japanese Literature at Komazawa College. She works primarily with the Community Program at LIOJ. In 1993, she taught Japanese language in Australia for ten months.

MIYUKI OHNO, the general manager of LIOJ, graduated from Japan Women's University with a BA in English Literature. She oversees LIOJ office operations, and represents the institute at MRA Foundation meetings. She also arranges non-profit activities for the foundation.

DAINA PLITKINS has a BS Hons. in Spanish and Translation from Georgetown University School of Languages and Linguistics, and an MA Hons. in TEFL/TESL from the University of Birmingham, England. She taught English in Mie, Japan from 1992 to 1995 and is currently interested in task-based learning and the use of electronic resources for language teaching.

LAURIE SANSONE graduated from San Diego State University with a BA Hons. in French and International Politics and a Certificate in Applied Linguistics and ESL. She also studied Spanish at National University in Bogota, Colombia and holds a certificate of Advanced Study from the University of Marseilles, France. She has taught ESL, English and French in the United States and EFL in Colombia.

NATALIE WILLIAMSON received a BA in English and Communications and a Diploma of Secondary Education from the University of Southern Queensland, Australia. She has taught people with disabilities, as well as high school English and social studies. She is now in her third year of teaching English in Japan.

# The Language Institute of Japan

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.

## LIOJ Programs

### **LIOJ International Summer Workshop for Teachers of English**

This year marks the 29th anniversary of the first International Summer Workshop at LIOJ, which took place in 1969. The LIOJ International Summer Workshop is one of the oldest ongoing teacher training conferences in Japan, and has had over 3,700 participants over the years. We are looking forward again to a great workshop this year, and have already started making plans for next year's 30th anniversary of the Summer Workshop. It will take place from Aug. 9 to Aug. 14, 1998, and will be filled with the high-quality presentations and classes that our participants have come to expect. Next year's Workshop will be suitable for a variety of participants, including high school and junior high school English teachers, college or university lecturers, language school instructors, and education students. Please contact us if you would like to attend, or have any questions.

## **LIOJ-SWU Thailand/Japan Team Teaching Exchange**

1997 will be the fifth year for the LIOJ Thailand/Japan Team Teaching Exchange Program. In cooperation with the Department of Linguistics at Srinakharinwirot University (SWU) in Bangkok, Thailand, LIOJ established this teacher exchange program to give Japanese English teachers the opportunity to travel to Thailand and team up with a Thai counterpart, and to experience team-teaching from a valuable new perspective: that of the visiting teacher. The exchange also involves a visit by the Thai teacher to Japan to team teach in the Japanese teacher's class. The LIOJ-SWU Thailand/Japan Team Teaching Exchange Program runs for two weeks in mid-August (in Thailand) and two weeks in mid-October (in Japan). It is a great opportunity to develop new teaching perspectives, and applications are already being accepted for the 1998 exchange.

## **LIOJ High School Intensive Courses**

In 1992, LIOJ started an intensive residential program for high school students, and since then more than 2,000 students have participated in our program, from schools in Tokyo and Kanagawa prefecture. The program is a three-day activity-based residential English course for entire classes or for individual students. Students are given opportunities to speak English in a variety of fun activities, which often motivates them for continued studies in English. We have also been successful in providing groups with functional pre-departure training for overseas trips to English-speaking countries. Teachers interested in learning more are encouraged to contact our office for details.

## **LIOJ Junior High School Team Teaching Program**

From 1988 to 1993, LIOJ teachers participated in "International Understanding" team teaching classes at Odawara city junior high schools under the auspices of the Odawara Board of Education. This team teaching program gradually expanded until nine local junior high schools were involved. In 1994, LIOJ initiated the team teaching program at two junior high schools in the nearby town of Matsuda. The program continues today, with LIOJ teachers going out weekly to join public school teachers at Matsuda and Yadoriki Junior High Schools.

## **LIOJ Business Communication Programs**

LIOJ started its intensive residential business English program in 1972, and more than 6,000 business people have completed the program since then. This year, LIOJ will conduct three Business Communication Programs, with participants coming from Japanese and multinational companies from all over Japan. Our participants have included business people preparing for overseas postings or business trips, as well as those who deal with international customers and business associates here in Japan. The program runs for two weeks, and targets skills such as giving presentations, using telephones, participating in meetings, and writing in business formats. Our office staff would be happy to answer any questions you may have about this program.



## **LIOJ Community Program**

In 1971, community English courses for residents of Odawara were added to LIOJ's list of programs, and thousands of local residents have participated in our classes over the years. We continue to offer classes and special events for children, junior and senior high school students, and adults. We follow a curriculum developed by our own teachers, and aim to provide highly stimulating and enjoyable lessons that satisfy our students' desire to learn.

## **Other LIOJ Activities**

- for the past three years, co-sponsoring (with JALT) the Annual Asian Educator Scholars (from China, Laos, and the Philippines) on their 4Corners of Japan Tour
- visiting junior and senior high schools and boards of education to give professional development seminars to teachers
- hosting and judging Odawara LION's Club speech contests
- presenting public lecture series on a variety of topics

For more information about our programs, contact our office, or check out the LIOJ homepage, at:

<http://www.geocities.com/Athens/Delphi/4091>

## *Cross Currents*

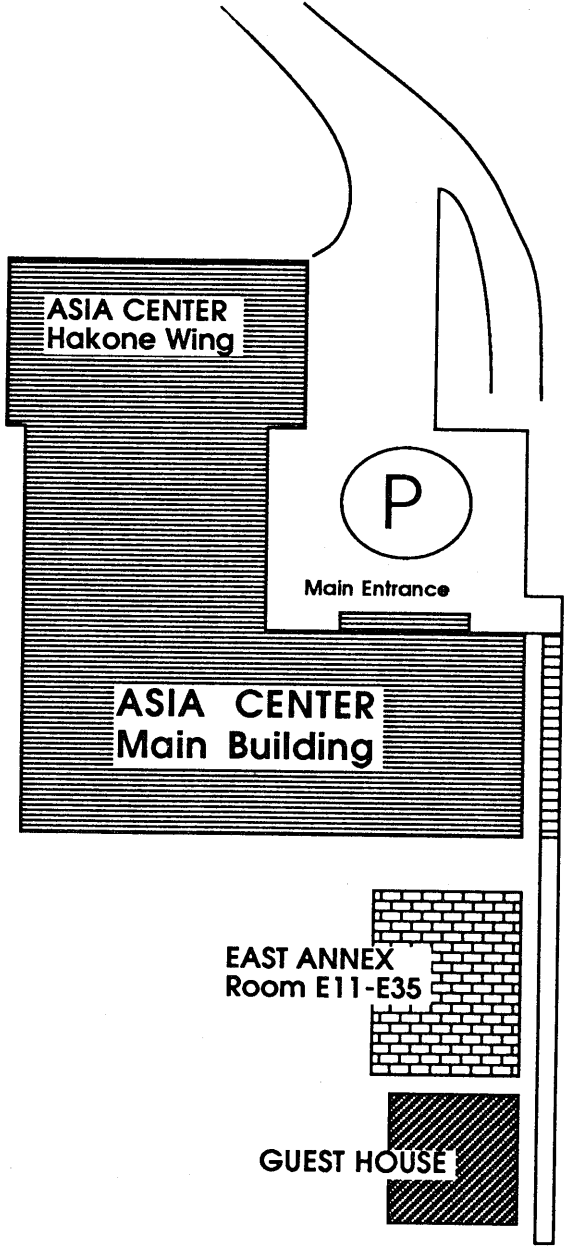
In 1972, we began publication of our respected academic journal, *Cross Currents*, which continued for twenty years. Back issues of *Cross Currents* are available, and feature articles by well-known people in the field of EFL teaching, such as:

JD Brown  
John Fanselow  
Kathleen Graves  
Stephen Krashen  
Don Maybin  
David Nunan  
Michael Rost

Kip Cates  
Donald Freeman  
Lance Knowles  
Alan Maley  
Sen Nishiyama  
David Paul  
Earl Stevick

If you are interested in any back issues of *Cross Currents*, including complete sets, please contact our office.

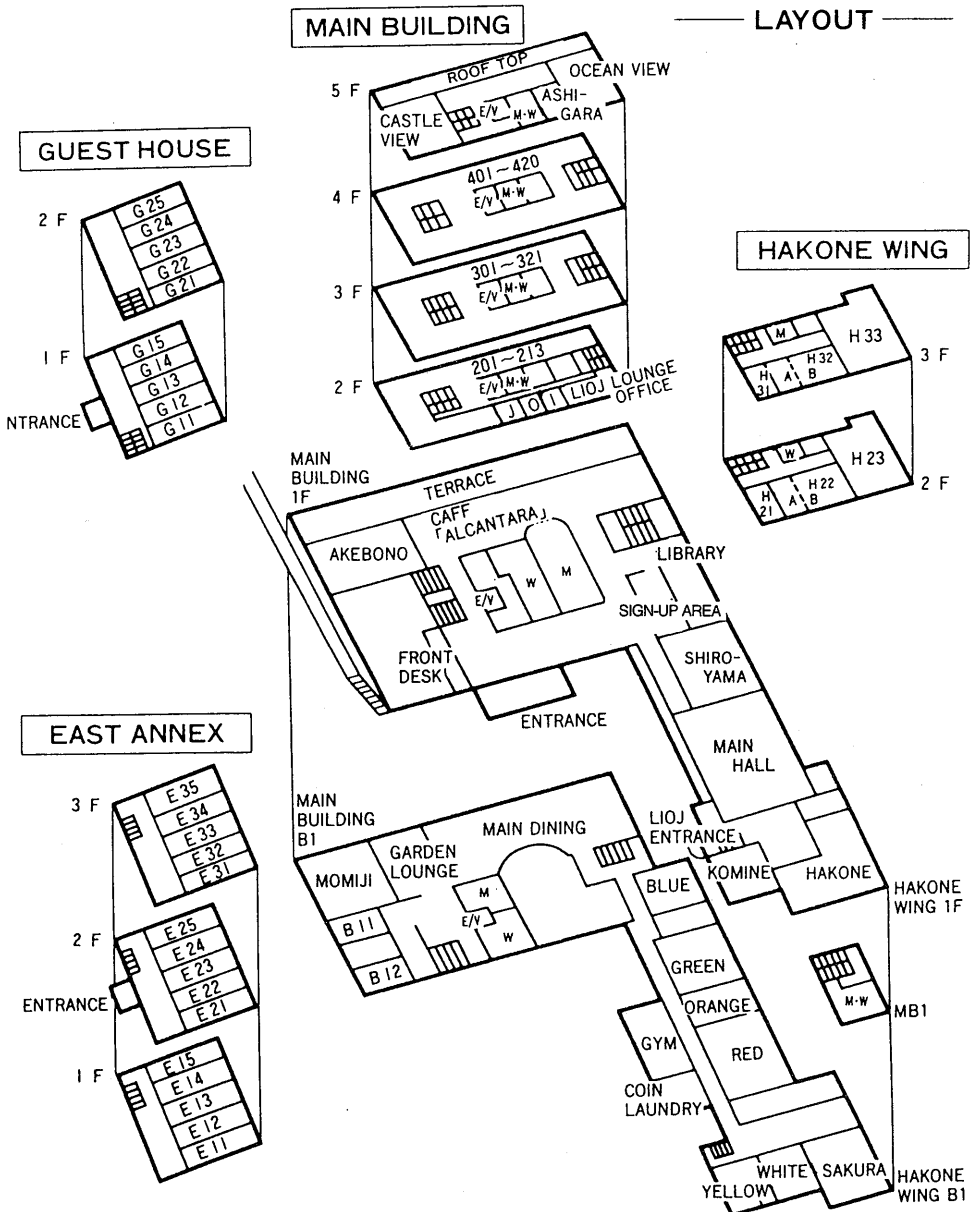
Asia Center ODAWARA Building Map



# Asia Center ODAWARA Building Map



## LAYOUT



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