

***30th Annual  
International Summer Workshop  
for  
Teachers of English***

*August 9-14, 1998*

**LIOJ**

**LANGUAGE INSTITUTE OF JAPAN**

**ASIA CENTER ODAWARA  
Odawara, Kanagawa**



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International Summer Workshop  
for  
Teachers of English***

*August 9-14, 1998*

**LIOJ**

**LANGUAGE INSTITUTE OF JAPAN**

**ASIA CENTER ODAWARA**

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# ACKNOWLEDGMENTS

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The Japan Times

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The MRA Foundation

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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 (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, T)
8:30	-Open-

## STAYING AT ASIA CENTER ODAWARA

Details concerning Asia Center Odawara meals and rooms 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 "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.**

## BOOK FAIR / ELT MATERIALS DISPLAY

At this year's Workshop, we will have a materials display in Main Hall (1F) on Tuesday, August 11. 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 Sunday.

Please pick up a copy of the Book Fair questions in your morning class on Tuesday. Answer all the questions at the display, sign your paper, and turn it in for the prize draw which will be held at 4:15.

LIOJ would like to thank the publishers and materials distributors for contributing prizes for the drawing.



## INTERNATIONAL NIGHT!

On Wednesday evening at 7:00 p.m., we will hold our annual "International Night" in Main Hall. Main Hall will be turned into a festival 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 to learn about each other's countries.

At this year's Workshop, we have representatives from Australia, Burma, Canada, China, Iran, Ireland, 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 p.m. on Tuesday evening.**

Come and have a great time!

# DAILY SCHEDULE

## SUNDAY, AUGUST 9th

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	
	Terttu Harker Former LIOJ Student Advisor	
2:15 - 3:00	Opening Address <i>Why Learn English? - Incentives and Impediments</i> Sen Nishiyama Japan Society of Translators	(Main Hall - 1F)
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-	(Hakone - 1F)

## MONDAY, AUGUST 10th

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-
3:20 - 4:20	Special Event (Hakone - 1F) <i>Magic Show!</i> Mike Kleindl International Christian University
4:30 - 6:00	Presentations
6:00 - 7:00	-Dinner-
7:00 - 8:30	Presentations
8:30 -	-Open-

## TUESDAY, AUGUST 11th

7:30 - 8:30	-Breakfast-
9:00 - 12:00	Morning Classes
12:00 - 1:30	-Lunch- ELT Materials Display (Main Hall - 1F)
1:30 - 3:00	Presentations
3:00 - 4:30	-Open- ELT Materials Display (Main Hall - 1F)
4:30 - 6:00	Presentations
6:00 - 7:00	-Dinner-
7:00 - 8:30	Presentations
8:30 -	-Open-

## WEDNESDAY, AUGUST 12th

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 -	International Night!	(Main Hall - 1F)

## THURSDAY, AUGUST 13th

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 -	-Evening Out-

## FRIDAY, AUGUST 14th

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 <i>It's Not Just the Way We Say It</i> Colin Granger Author, Teacher Trainer, Theatre Director	(Main Hall - 1F)
4:30 - 5:30	Closing Ceremony	(Main Hall - 1F)
5:30 - 6:00	-Open-	
6:00 -	-Dinner and Farewell Party-	(Hakone - 1F)
8:00 / 8:30	(There will be two shuttle buses leaving for Odawara Station at these times.)	

# DAILY PRESENTATION SCHEDULE

## SUNDAY PRESENTATIONS

**2:15-3:00**

Nishiyama

*Why Learn English? - Incentives and  
Impediments*

Main Hall

**4:30-6:00**

Acton

*Communicative English Pronunciation  
Teaching: Update and Tune Up*

Shiroyama

Browne

*Developing English Reading Fluency  
in the High School Classroom*

Sakura

Granger

*Collecting Words*

Castleview

Kleindl

*Teaching Critical Thinking, Reading,  
and Writing*

H22

Stempleski

*Activities for Raising Cultural Awareness*

Oceanview



## MONDAY PRESENTATIONS

### 1:30-3:00

Brickell	<i>Drama Games and Activities for Large Groups</i>	H23
Browne	<i>English Vocabulary for High School Students: What Do We Know? What Should We Do?</i>	Sakura
Granger	<i>The Metaplan</i>	Castleview
Kwan	<i>The Four Ws of English Education in Post-1997 Hong Kong: What, Why, Who, and How</i>	Shiroyama
Shibusawa, M., et al.	<i>Retooling a College English Course for the 21st Century</i>	Oceanview

### 4:30-6:00

Acton	<i>Large Class Conversation Practice: Management and Method</i>	Shiroyama
Maley	<i>Making the Most of Yourself: Presentation Skills for Teachers</i>	Castleview
Oshimura	<i>Making English More Real and Natural for Students</i>	H22
Sanoubane	<i>An English Program for Government Staff in Laos</i>	Sakura
Shibusawa, T.	<i>Cross-cultural Experiences of Westerners in Japan</i>	Oceanview
Yeom	<i>English Education in Korea</i>	H23

### 7:00-8:30

Brickell & Kahn	<i>Teaching English with Great Movie Scenes</i>	H23
Chan-ocha	<i>The Recent Reform of English Education in Thailand: Effects on Teachers</i>	Sakura
Granger	<i>When Energy Levels Are Low</i>	Castleview
Stempleski	<i>Learning to Listen</i>	Oceanview
Tran Van	<i>How English Grammar Is Taught at Secondary Schools in Vietnam</i>	H22

## TUESDAY PRESENTATIONS

### 1:30-2:10

Gatton	<i>Using Multimedia and the Internet to Teach Debate</i>	Shiroyama
Harrington & LeBeau	<i>Basic Presentation Skills for Beginners</i>	H22
Moore	<i>Learner-Centered Activities to Motivate Your Class!</i>	Sakura
Zettle	<i>Ideas for Teaching Large Classes</i>	Castlevew

### 2:20-3:00

Kinsley	<i>Highly Successful Classes for Junior High School</i>	Sakura
Riley	<i>Language on Loan: Reading in Class and Beyond</i>	H23
Sugiyama	<i>Strategies to Increase Language Learning Potential in Your Students!</i>	Oceanview

### 4:30-6:00

Browne	<i>Reassessing Team Teaching: Directions for the 21st Century</i>	Sakura
Granger	<i>Collecting Words</i>	Castlevew
Kleindl	<i>Teaching Critical Thinking, Reading, and Writing</i>	H22
Stempleski	<i>Making the Most of Video</i>	Oceanview
Yawai	<i>English Camp: Self-Evaluation of Learning Experiences</i>	H23

### 7:00-8:30

Acton	<i>Cocktail Party Talk</i>	Shiroyama
Brickell, et al.	<i>Music and Dance from Around the World</i>	Sakura
Cates	<i>Global Awareness and English Teaching</i>	H23
Kahny	<i>Plans for the Holidays: Language Activities for Junior and Senior High School Students</i>	Oceanview
Paul	<i>Motivating Students to Be Active Learners</i>	Castlevew

## WEDNESDAY PRESENTATIONS

### 1:30-3:00

Acton	<i>Hard Rock English: Lyrics and Lessons</i>	Shiroyama
Browne	<i>Developing English Reading Fluency in the High School Classroom</i>	Sakura
Soseng-in	<i>Teaching English to Large Classes of Mixed-ability Students with Minimal Resources</i>	H22
Stempleski	<i>Activities for Raising Cultural Awareness</i>	Oceanview
Yeom	<i>Vitalizing the After School Program</i>	H23

### 4:30-6:00

Brickell	<i>Grammacation: Communicative Grammar Practice Activities</i>	H23
Chan-ocha	<i>Pictures as an Ideal Teacher Resource</i>	Sakura
Granger	<i>The Metaplan</i>	Castleview
Lachanthaboun	<i>English Education in Laos</i>	Oceanview
Paul	<i>Motivating Students to Read and Write with a Sense of Adventure</i>	H22

### 7:00-

International Night!	Main Hall
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## THURSDAY PRESENTATIONS

### 1:30-3:00

Acton	<i>Communicative English Pronunciation</i>	Shiroyama
	<i>Teaching: Update and Tune Up</i>	
Granger	<i>When Energy Levels Are Low</i>	Castleview
Stempleski	<i>Learning to Listen</i>	Oceanview
Tran Van	<i>English Education in Vietnam</i>	H22
Yawai	<i>English Camp: Self-Evaluation of Learning Experiences</i>	H23

### 4:30-6:00

Brickell	<i>Drama Games and Activities for Large Groups</i>	H23
Browne	<i>English Vocabulary for High School Students: What Do We Know? What Should We Do?</i>	Sakura
Kwan	<i>Reported Speech: A Workshop on Rules of Discovery and Materials Production</i>	Shiroyama
Oshimura	<i>Making English More Real and Natural for Students</i>	H22
Paul	<i>Motivating Students to Be Active Learners</i>	Castleview

### 6:00-

Evening Out

## FRIDAY PRESENTATIONS

### 1:30-3:00

Acton	<i>Large Class Conversation Practice: Management and Method</i>	Shiroyama
Brickell	<i>Grammacation: Communicative Grammar Practice Activities</i>	H23
Browne	<i>Reassessing Team Teaching: Directions for the 21st Century</i>	Sakura
Paul	<i>Motivating Students to Read and Write with a Sense of Adventure</i>	H22
Stempleski	<i>Making the Most of Video</i>	Oceanview

### 3:30-4:15

Granger	<i>It's Not Just the Way We Say It</i>	Main Hall
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# GUEST PRESENTERS

**William Acton**

Nagoya University of Commerce and Business Administration

**Charles Browne**

Aoyama Gakuin University

**Tomomi Busshi**

Tokyo Jogakkan Women's Junior College

**Kip Cates**

Tottori University

**William Gatton**

DynEd Japan

**Colin Granger**

Author, Teacher Trainer, Theatre Director

**David Harrington**

MacMillan Language House

**Morris Kimura**

Tokyo Jogakkan Women's Junior College

**Julian Kinsley**

Meynard Publishing, Ltd.

**Mike Kleindl**

International Christian University

**Aiko Kumagai**

Tokyo Jogakkan Women's Junior College

**Charles LeBeau**

MacMillan Language House

**Alan Maley**

Assumption University

**John Moore**

Tuttle ELT Shuppan/Tuttle Shokai, Inc.

**Sen Nishiyama**

Japan Society of Translators

**David Paul**

David English House

**Paul Riley**

Oxford University Press

**Masahide Shibusawa**

MRA Foundation

Tokyo Jogakkan Women's Junior College

**Tazuko Shibusawa**

Columbia University

**Susan Stempleski**  
Columbia University

**Keiko Sugiyama**  
Prentice Hall Japan

**Craig Zettle**  
Addison Wesley Longman



# INTERNATIONAL SCHOLARS

**Naraporn Chan-ocha**

Chulalongkorn University Language Institute, Thailand

**Becky Kwan**

City University of Hong Kong, SAR, China

**Sengdeuane Lachanthaboun**

Ministry of Education, Laos PDR

**Toshiaki Oshimura**

Kannan Senior High School, Japan

**Somdy Sanoubane**

Ministry of Education, Laos PDR

**Alongkot Soseng-in**

Ministry of Education, Laos PDR

**Tran Van Phuoc**

Hue National University, Vietnam

**Chanpen Yawai**

Somdetpittayakom School, Thailand  
(Thai TESOL)

**Yeom Ji-sook**

Seoul Kwang Hee Elementary School / TipTop Kids English, Korea  
(KOTESOL)

# WORKSHOP GUESTS

**Suzy Acton**

Nagoya International School

**Dara Denning**

Cooper Automotive

**Ei Ei**

Burmese Association in Japan

**Terttu Harker**

Former LIOJ Student Advisor

**Reza Hedari**

Asuka Kensetsu

**Bahman Isaei**

Azerbaijan Restaurant

**Maung Pan Hmaw**

Burmese Association in Japan

**Saied Momeni**

Ogawa Kensetsu

**Mya Mya Win**

Burmese Association in Japan

**Keisuke Nakayama**  
MRA Foundation/Asia Center Odawara

**Hajime Shishido**  
MacMillan Language House

**Kazuo Suganuma**  
Mikasa Book Center

**Yukari Takahashi**  
The English Resource

**Tun Aye**  
Burmese Association in Japan

**Emiko Yoneyama**  
Y20 Associates

# LIOJ FACULY & STAFF

**Lisa Brickell**

Instructor

**Margaret Hearnden**

Instructor

**Jim Kahny**

Director

**Kazumi Masuda**

Office Manager

**Kazuko Mizukami**

Office Staff Member

**Daina Plitkins-Denning**

Program Developer

**Jaimie Scanlon**

Instructor

**Natalie Williamson**

Instructor

# 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.	Plitkins-Denning	<i>Developing Your General English Skills (Level 1)</i>	H-22
B.	Williamson	<i>Developing Your General English Skills (Level 2)</i>	Sakura
C.	Cates	<i>Internationalizing Your English Class</i>	Shiroyama
D.	Hearnden	<i>Making Your Classroom Come Alive!</i>	H23
E.	Maley	<i>Every Picture Tells a Story: Using Art to Stimulate Language Learning</i>	Castlevew
F.	Scanlon	<i>Building a Foundation for Communication</i>	Oceanview

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

(Level: I only)

PLITKINS-DENNING, Daina

H-22

Here's a chance for you to "brush up" your English language skills and get some ideas for your own teaching at the same time. In this class, you will improve your English by participating in a variety of enjoyable and communication-oriented activities. This class will focus on developing speaking, listening, and interactive communication skills using an assortment of materials. Participants will gain confidence in their conversation skills as well as experience activities aimed at building vocabulary, increasing fluency, and improving listening and pronunciation. A variety of teaching techniques for the EFL classroom will be introduced and explored. In each class, you will be encouraged to discuss how these activities can be adapted to your own teaching situation, and to exchange teaching ideas. (This class is designed for Level I participants.)

## **B DEVELOPING YOUR GENERAL ENGLISH SKILLS**

(Level: II only)

WILLIAMSON, Natalie

Sakura

Become a student again! This class is a great opportunity for you to use and improve your English in a fun and communicative environment. At the same time, you can gather ideas to take back and use in your own classroom. Speaking and listening skills will be developed using a wide range of materials including newspaper and magazine articles; as well as video and audio material. Activities that emphasize communication will be used to talk about a variety of topics such as travel, food, humor, and social issues. A portion of each class will be devoted to considering how these activities can be adapted for use in your own classroom situations, and to sharing other teaching ideas. (This class is designed for Level II participants.)

## **C INTERNATIONALIZING YOUR ENGLISH CLASS** (Level: any)

CATES, Kip

Shiroyama

The English classroom can be much more than just a place to practice language skills. It can also be an exciting "window to the world" where students learn about far-away peoples, foreign countries, world cultures and global issues. This morning class will introduce participants to teaching ideas and techniques from the fields of global education and education for international understanding. Together, we will explore a variety of classroom methods and materials using games, music, role-play, and video, which can bring an international perspective to our teaching. Class participants will learn how to design activities on international topics which can help students acquire a sense of world citizenship as they improve their English language skills. Come learn how to be a "global teacher" and experience classroom activities which promote global awareness, international understanding, and a healthy curiosity about our multicultural world!

## **D MAKING YOUR CLASSROOM COME ALIVE!** (Level: any)

HEARNDEN, Margaret

H-23

Are you looking for ways to make your large classes more interactive and enjoyable? If so, this class is for you! Over the week, we will look at ways to (a) make classes more active and communicative, (b) teach conversation, and (c) make the English presented in textbooks more useful and enjoyable for students. Our aim will be to come up with specific ideas for teaching the main points presented in textbooks, including ways to liven up their teaching of dialogues, reading passages, grammar, culture, and pronunciation. (Participants are invited to bring the English textbooks they work with.) At the end of the course, participants will leave with (a) a bank of lesson activities and practical tips on how to use them, (b) specific lesson plans which can be used directly in the classroom, and (c) a renewed sense of enthusiasm for teaching English as a living language!

**E EVERY PICTURE TELLS A STORY: USING ART TO STIMULATE  
LANGUAGE LEARNING** (Level: any)

MALEY, Alan

Castlevew

In this morning class, the sessions will feature a series of art pictures and photographs to develop language activities ranging from interactive discussion to writing. Participants shall develop a vocabulary for talking about art and pictures, for speculating about them, and for creative expression. Each day in class we will focus on one question word: *What? Who? Where? When? and How?* During the course, we will prepare a published booklet of our written work.

**F BUILDING A FOUNDATION FOR COMMUNICATION** (Level: any)

SCANLON, Jaimie

Oceanview

What do you think when you think of the word "communication"? ...Interaction? Active participation? Increased student motivation? Would you like more of these in your English classes? If so, this class is the one for you. The class will focus on techniques for creating a classroom environment which fosters real communication and, as a result, increased student enjoyment and motivation. Teachers who attend will participate in activities designed for turning vocabulary building lessons, pronunciation practice, error correction, and culture lessons into opportunities for students to interact, share ideas, and ... COMMUNICATE! Each session will include time for teachers to share their own ideas and experiences from their classes and learn from each other in small groups. For the final class, groups of teachers will be asked to develop and lead a short, communication-based lesson incorporating ideas from the previous sessions.



# PRESENTATION DESCRIPTIONS

(Listed in alphabetical order by presenter)

## ***COCKTAIL PARTY TALK***

ACTON, William

Offered: Tuesday

7:00

Shiroyama

Maximum: 20

This is a workshop on how to help students become better at keeping an informal conversation going. The system is based on a cooperative language learning group framework where students prepare for class work by identifying "cocktail party" topics as homework. In class, the focus is on the listener, the "attender," who is responsible for asking the right kind of questions or making comments to effectively bring out the story from the "storyteller." Participants will also be given a paper written by the workshop leader describing the CAST system in detail. (Note: If you plan to attend this workshop, please pick up a copy of the "Cooperative Attending Skills Training [CAST] topic homework" in the sign-up area and complete all exercises before coming to the presentation. These exercises should take about 30 minutes to complete.)

## ***COMMUNICATIVE ENGLISH PRONUNCIATION TEACHING: UPDATE AND TUNE UP***

ACTON, William

Offered: Sunday

4:30

Shiroyama

Maximum: 20

Offered: Thursday

1:30

Shiroyama

Maximum: 20

This presentation reviews some of the latest methodology and research related to teaching pronunciation. Topics include: (a) communicative techniques for teaching pronunciation, (b) integration of pronunciation work into other areas of instruction, (c) discourse pronunciation teaching, (d) new technology for teaching pronunciation, (e) use of motion and movement in teaching pronunciation, (f) expressive pronunciation methods and focal stress techniques, (g) discussion of Internet resources for pronunciation teachers, and (h) bibliography of recent methods for teaching pronunciation and student texts.

## ***HARD ROCK ENGLISH: LYRICS AND LESSONS***

ACTON, William

Offered: Wednesday

1:30

Shiroyama

Maximum: 20

Contemporary English language rock music and the artists who perform it often have great appeal for younger learners. Unfortunately, the lyrics of the most popular songs in the US or in Europe are often nearly impossible to interpret (sometimes even for the native speaking instructor!) or the topics of the songs may be clearly inappropriate for classroom use. In this presentation, we will first review sources of contemporary music which can be used effectively in ESL instruction, including Websites for rock music lessons, and artists whose lyrics and music are generally understood and well received in Japan. Second, we will consider a number of techniques which can be used when working with (hard) rock lyrics.

## ***LARGE CLASS CONVERSATION PRACTICE: MANAGEMENT AND METHOD***

ACTON, William

Offered: Monday

4:30

Shiroyama

Maximum: 20

Offered: Friday

1:30

Shiroyama

Maximum: 20

This presentation demonstrates an effective system for promoting and controlling pair work in conversation classes. During pair conversation practice when everyone should be speaking at the same time, it can be difficult, especially in larger classes, for the instructor to be certain that all students are "talking through" the exercises correctly. This system is based on the use of "task management cards" where each student creates his personal agenda for the practice session and then carefully records completion of assigned activities. Once students are oriented to this process, the amount of meaningful practice carried on in the class increases greatly.

## ***DRAMA GAMES AND ACTIVITIES FOR LARGE GROUPS***

BRICKELL, Lisa

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

This presentation is designed for teachers who wish to inject more fun and vitality into their classes. Participants will take part in a variety of drama activities designed to review vocabulary, practise grammar, build fluency, and increase learner confidence and motivation. These activities work especially well with large groups of high school students and can be adapted to suit a range of classroom situations. Using drama techniques in the classroom not only makes classes more motivating for students, it makes teaching more exciting too!

## ***GRAMMACATION: COMMUNICATIVE GRAMMAR PRACTICE ACTIVITIES***

BRICKELL, Lisa

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

Do you and your students sometimes find practising grammar boring? In this presentation, participants will take part in a variety of fun activities designed to practise a range of grammar points in a meaningful, motivating way that emphasizes communication. A portion of the presentation will be devoted to discussing how the activities can be adapted to participants' own classroom situations.

## ***MUSIC AND DANCE FROM AROUND THE WORLD***

BRICKELL, Lisa, HEARNDEN, Margaret, & SCANLON, Jaimie

Offered:	Tuesday	7:00	Sakura	Maximum: 20
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In this presentation, participants will listen to, and try to identify music from a variety of countries. They will learn a Maori stick dance from New Zealand and more recent, very popular dances from the United States. These dances have been highly successful with large groups of high school students who come to LIOJ for residential, intensive English programs, and are sure to be a hit with your students, too. Put on your boogie shoes and come along! Expand your knowledge of world music and dance, and be prepared to have fun!

### **TEACHING ENGLISH WITH GREAT MOVIE SCENES**

BRICKELL, Lisa & KAHNY, Jim

Offered: Monday

7:00 H23

Maximum: 20

Classic movie scenes are an integral part of Western culture. There are many unforgettable lines that have become part of everyday conversation. In this presentation, we will briefly discuss some of the most well-known films in the history of cinema, and then watch famous scenes from these movies. Participants will then have a chance to demonstrate their performing skills as they deliver some of the greatest lines of the silver screen. We will also discuss how this can be a fun and motivating activity for high school students. [This presentation has been rated F for "fun."]

### **DEVELOPING ENGLISH READING FLUENCY IN THE HIGH SCHOOL CLASSROOM**

BROWNE, Charles

Offered: Sunday

4:30

Sakura

Maximum: 20

Wednesday

1:30

Sakura

Maximum: 20

This session will be a discussion of problems and solutions related to the teaching of reading skills in the Japanese junior and senior high school classroom. Topics to be discussed and demonstrated include: use of *yakudoku* and translation as techniques to teach reading, setting goals for the reading class, use of graded materials, speed reading, use of glosses and dictionaries, intensive and extensive activities, and reading difficulty. Results of research done by the presenter on the reading difficulty of Japanese high school English reading textbooks will also be presented.

**ENGLISH VOCABULARY FOR HIGH SCHOOL STUDENTS:  
WHAT DO WE KNOW? WHAT SHOULD WE DO?**

BROWNE, Charles

Offered:	Monday	1:30	Sakura	Maximum: 20
	Thursday	4:30	Sakura	Maximum: 20

In this session we will discuss the role of vocabulary instruction in the junior and senior high school English classroom. Topics to be introduced include: the importance of learning high frequency vocabulary words, word learnability, use of flashcards, the "keyword" technique, recycling of new vocabulary words, vocabulary and "pushed output," and several "do's and don'ts" when teaching new vocabulary words. Although most of the information presented in this session is based on recent research in the field of second language vocabulary acquisition, the emphasis will be on introducing practical classroom vocabulary activities which can be used in any classroom.

**REASSESSING TEAM TEACHING: DIRECTIONS FOR THE 21<sup>st</sup> CENTURY**

BROWNE, Charles

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

In this session we will discuss a variety of issues related to the JET program, including, but not limited to: the history and impact of the JET program on students, teachers, and the community; the strengths and weaknesses of the program; developing clearly defined roles for the ALT and the JTE; exploiting opportunities for cooperative learning; and considering directions the JET program should take from now. Results from a prefecture-wide teacher survey will also be presented. Although a good portion of this session will be presented in lecture format, opportunities will be given at regular intervals for both group and class discussion of the ideas presented.

## **GLOBAL AWARENESS AND ENGLISH TEACHING**

CATES, Kip

Offered: Tuesday

7:00 H23

Maximum: 20

Learn how to internationalize your English Teaching with exciting class activities about the world's countries, cultures, peoples and problems! Explore the role of English as an international language for learning about our global village! Find out how to stimulate your students' sense of world citizenship while developing their language skills at the same time! This presentation will introduce teachers to innovative ideas from the field of global education and will explain how to promote global awareness and international understanding through English language teaching. Come and experience English lessons on international themes and discuss with the presenter how to "bring the world" into your language classroom.

## **PICTURES AS AN IDEAL TEACHER RESOURCE**

CHAN-OCHA, Naraporn

Offered: Wednesday

4:30 Sakura

Maximum: 20

Pictures from newspapers and magazines are an easy resource to access for English language teachers. They can be used effectively in different types of language learning activities, especially for productive skills such as writing and speaking. Pictures are rich and stimulating resources which help make the activities more meaningful. This practical workshop will give participants some ideas of how to use pictures more effectively in the classroom.

## **THE RECENT REFORM OF ENGLISH EDUCATION IN THAILAND: EFFECTS ON TEACHERS**

CHAN-OCHA, Naraporn

Offered: Monday

7:00 Sakura

Maximum: 20

The presenter will give background information on English education in Thailand. Then she will focus on the implementation of the revised English language curriculum in 1996 whereby students have to study English through all twelve years of primary and secondary schooling. This has caused a number of difficulties for teachers at all levels. The presenter will therefore examine the issues concerned in detail and discuss the solutions being offered by the Ministry of Education. Further recommendations will also be made.

## ***USING MULTIMEDIA AND THE INTERNET TO TEACH DEBATE***

GATTON, William

Offered: Tuesday

1:30

Shiroyama

Maximum: 25

Japanese students are often encouraged to practice debating. However, the essential linguistic skills of debate, consisting of higher conceptual language such as modals, the language of probability, hypothesis, unreal states, as well as the communication tactics of logical organization and contradiction are not usually taught. Multimedia courseware with Internet support can be used to develop these skills in the context of debate. This presentation shows one way this can be accomplished using the theme of extraterrestrial life. [This presentation is sponsored by DynEd Japan.]

## ***COLLECTING WORDS***

GRANGER, Colin

Offered: Sunday

4:30

Castleview

Maximum: 20

Tuesday

4:30

Castleview

Maximum: 20

What is the problem with vocabulary? Many people enjoy collecting things--why not words in a foreign language? Starting off with an activity which illustrates the joy you can get from words, this session explores some highly-practical activities which teachers could employ to encourage students of all ages to delight in and take care of the new words and expressions they learn.

## ***CLOSING ADDRESS***

### ***IT'S NOT JUST THE WAY WE SAY IT***

GRANGER, Colin

Offered: Friday

3:30

Main Hall

In the closing plenary, the speaker will be taking a look at the rise of "International English" over the past three decades and outlining how the culture-bound English language teaching materials of the 1970s started to recognise the global significance of the language in the late 80s and 90s. Using examples from literature, TV, and cinema, the speaker will also examine how a language can be seen to be inextricably linked to a people and culture and how with the rise of "International English" some important and fascinating aspects of language may have been lost.

### ***THE METAPLAN***

GRANGER, Colin

Offered:	Monday	1:30	Castleview	Maximum: 20
	Wednesday	4:30	Castleview	Maximum: 20

Are you interested in finding out about techniques which can encourage even your most reticent and shy students to take an active part in your classes? First developed in the business world as a tool to solve problems within companies, Metaplan techniques can prove an invaluable tool when adapted for use in the English classroom. Especially useful in the mixed-ability classroom, the techniques can be used with classes at all levels and with students of all ages.

### ***WHEN ENERGY LEVELS ARE LOW***

GRANGER, Colin

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

What can we do when energy levels in the classroom are low? On a hot and humid summer afternoon when all the students are finding it difficult to concentrate and a few might have already fallen asleep, what can we do to energise and motivate our students? This session aims to answer these questions and suggest activities to help students (and teachers) recharge their batteries and make learning and teaching more motivating and fun. Ideas will be presented to help teachers liven up and energise all stages of a typical English lesson--from getting attention at the beginning, to finding interesting ways to summarize and test students at the end.



### **BASIC PRESENTATION SKILLS FOR BEGINNERS**

HARRINGTON, David & LEBEAU, Charles

Offered: Tuesday

1:30 H22

Maximum: 25

"Teach public speaking to second language learners of English?! You've got to be kidding!" Teaching presentation skills and public speaking to non-native speakers of English can be easy and even enjoyable for the students and for the teachers if the complex skills are broken down and presented in a simple step-by-step manner. Students quickly develop confidence as public speakers if they are given attainable goals and hands-on instruction focusing on the mastery of individual, "bite-sized" skills in the areas of delivery (the physical message), structure (the story message); and using visual support (the visual message). This workshop will show teachers some of the techniques for teaching speech as presented in the book *Speaking of Speech*. [This presentation is sponsored by MacMillan Language House.]

### **PLANS FOR THE HOLIDAYS: LANGUAGE ACTIVITIES FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS**

KAHNY, Jim

Offered: Tuesday

7:00 Oceanview

Maximum: 20

Almost everyone likes holidays and festivals. Junior and senior high school students in Japan are no different. Using the holidays as lesson themes for the English class can be a great way to tap into students' natural interests. In this presentation, we will try out several quick language activities which can be used to commemorate the holidays with junior and senior high school students. (Handouts will be provided.)

### **HIGHLY SUCCESSFUL CLASSES FOR JUNIOR HIGH SCHOOL**

KINSLEY, Julian

Offered: Tuesday

2:20 Sakura

Maximum: 30

In this presentation, the author of *Ticket to America*, a course in spoken English for beginners, will share the secrets of his method for teaching junior high classes which students seem to love. [This presentation is sponsored by Meynard Publishing, Ltd.]

### ***TEACHING CRITICAL THINKING, READING, AND WRITING***

KLEINDL, Mike

Offered: Sunday	4:30	H22	Maximum: 20
Tuesday	4:30	H22	Maximum: 20

Critical thinking is a skill that can be taught. With practice, students can learn to ask critical questions and develop analytical skills. This presentation/workshop will demonstrate lessons that have worked successfully in introducing critical thinking to first-year college students. The same techniques can be used with equal success with high school students. The speaker will define critical thinking and show, using a series of graded exercises, how students have transformed a one-paragraph critical response into a 600-word critical essay. Participants will sharpen their own critical thinking skills as well!

### ***THE FOUR Ws OF ENGLISH EDUCATION IN POST-1997 HONG KONG: WHAT, WHY, WHO, AND HOW***

KWAN, Becky Siu Chu

Offered: Monday	1:30	Shiroyama	Maximum: 20
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July 1 of 1997 marked the end of the century-long British rule of Hong Kong. The handover of sovereignty has ushered in changes of various kinds to the British city-colony (now called Special Administrative Region, SAR), among which are the determined efforts of the SAR government to introduce Chinese as the Medium of Instruction (CMI) to secondary schools deemed suitable for its implementation. Some 110 plus schools, however, have been given the go-ahead with the use of EMI (English as a Medium of Instruction). The streaming of EMI and CMI schools has stirred up onslaughts of criticism. This presentation will give an overview of the English language education in local secondary schools of Hong Kong in the post-1997 era.

## ***REPORTED SPEECH: A WORKSHOP ON RULES OF DISCOVERY AND MATERIALS PRODUCTION***

KWAN, Becky Siu Chu

Offered: Thursday

4:30

Shiroyama

Maximum: 20

It is argued here that ESL teachers should develop an awareness of language rules covered in their language textbooks, which for various reasons are sometimes either incompletely or inaccurately presented. Incomplete or incorrect presentation of a language item can very often lead to unnatural production of speech by students. The case of reported speech will be drawn on in this workshop to bear out the argument. Principles on how to discover language rules in context will be presented. A practice session will be included, in which participants will be asked to apply the principles to explore various rules of the use of the reported speech which many textbooks either present incorrectly or fail to cover. Participants will also work together to produce learning materials for these rules.

## ***ENGLISH EDUCATION IN LAOS***

LACHANTHABOUN, Sengdeuane

Offered: Wednesday

4:30

Oceanview

Maximum: 20

This presentation will introduce general aspects of English teaching in Laos. The speaker will discuss the history of foreign language education in Laos and the role of English nationwide. Many educational projects have been established in cooperation with international organisations. These and other bilateral ventures -- especially the Lao Australia English Language Project (LAELP) -- will be described. The presentation will conclude with an explanation of the successes of the English Language Teacher Training program conducted under the auspices of LAELP, and a description of the in-country TESOL certificate courses offered through the University of Technology, Sydney.

## ***MAKING THE MOST OF YOURSELF: PRESENTATION SKILLS FOR TEACHERS***

MALEY, Alan

Offered: Monday

4:30

Castlevew

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. This session will demonstrate how this might be done, using a checklist framework covering: content and organisation, audience control, and platform skills (e.g., voice and gesture). There will also be tips on how to look after your voice, which is the teacher's most valuable resource!

## ***LEARNER-CENTERED ACTIVITIES TO MOTIVATE YOUR CLASS!***

MOORE, John

Offered: Tuesday

1:30

Sakura

Maximum: 25

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 into the lesson, and what to do as a follow-up. Participants will gain useful, practical ideas for encouraging interaction and for motivating learning! [This presentation is sponsored by Tuttle ELT Shuppan/Tuttle Shokai, Inc.]

## **OPENING ADDRESS**

### **WHY LEARN ENGLISH? -- INCENTIVES AND IMPEDIMENTS**

NISHIYAMA, Sen

Offered: Sunday

1:30 Main Hall

Students who lack enthusiasm for learning English can list numerous impediments which deter them from improving their ability in the language. On the other hand, the obvious importance of mastering this language can be described in ways that can help the student acquire a driving motivation to learn. Teachers are important sources of experience and information which provide the incentives. In the opening address, the speaker will examine incentives and impediments that students face in learning English.

### **MAKING ENGLISH MORE REAL AND NATURAL FOR STUDENTS**

OSHIMURA, Toshiaki

Offered: Monday

4:30 H22

Maximum: 20

Thursday

4:30 H22

Maximum: 20

Despite the introduction of Oral Communication classes with ALTs (Assistant Language Teachers) into Japanese high schools, many classes are taught using a grammar translation method rather than methods which emphasize communication. This traditional method often forces students to memorize unnatural English, which, in turn, affects their long-term ability to learn the language. For the past seven years, the speaker has been experimenting with lessons using video as a means to introduce real and natural English into the classroom, and has found this approach to be highly motivating and effective in helping students acquire the language. In this presentation, the speaker will demonstrate (a) why natural English from videos is more effective than grammar translation, (b) how he prepares class worksheets for students, and (c) teaching techniques he uses to conduct effective lessons.

## ***MOTIVATING STUDENTS TO BE ACTIVE LEARNERS***

PAUL, David

Offered:	Tuesday	7:00	Castlevew	Maximum: 20
	Thursday	4:30	Castlevew	Maximum: 20

How can we teach grammatical structures so that Japanese junior and senior high school students remain fully motivated, active learners and are able to communicate spontaneously in real-life situations? In this presentation, the speaker will suggest that by respecting the individual learning processes of our students, and by keeping them fully involved emotionally in the pre-teaching, comprehension, and extension of new grammatical structures, we can motivate them to be active learners and communicate spontaneously and effectively using the grammar they have learned. The presentation will include many techniques and activities which help us achieve this aim.

## ***MOTIVATING STUDENTS TO READ AND WRITE WITH A SENSE OF ADVENTURE***

PAUL, David

Offered:	Wednesday	4:30	H22	Maximum: 20
	Friday	1:30	H22	Maximum: 20

Students enter junior high school full of enthusiasm for English, but very soon have to face the demotivating process of learning to read and write using an unfamiliar writing system with unfamiliar spelling rules. This is one of the main reasons why students become passive learners. In fact, through variations on the phonic approach, students can learn to read and write much more quickly, and can maintain their confidence and motivation. The presenter will demonstrate how this can be done, and introduce techniques that motivate students. The aim is to motivate students to read and write with a positive and adventurous attitude, which affects their whole attitude to learning English.

## ***LANGUAGE ON LOAN: READING IN CLASS AND BEYOND***

RILEY, Paul

Offered: Tuesday

2:20 H23

Maximum: 30

- "Reading for pleasure is a private and personal thing. I cannot see how this can be used in an EFL classroom."
- "I understand that extensive reading for pleasure can only improve language, but I have no way of checking that learning has taken place other than comprehension questions. These activities reduce pleasure."

These kind of comments are often heard among teachers on the topic of extensive reading (Greenwood, 1988). Although most teachers recognise the potential benefits of using readers with their students, they are often uncertain how to establish effective reading programs. This workshop will explore ways to set up and administer a class library, taking the stance that using readers the students have selected themselves in a fun and creative way is the most important factor in establishing a successful reading program at either the high school or college level. Ways of convincing the reluctant reader that reading can be pleasurable will also be explored. The presenter will explain and demonstrate activities for exploiting the readers that students have selected. Participants will be asked to take an active role in the demonstration of activities which will culminate in a discussion of ways to check comprehension without inhibiting students' reading pleasure. [This presentation is sponsored by Oxford University Press.]

## ***AN ENGLISH PROGRAM FOR GOVERNMENT STAFF IN LAOS***

SANOUBANE, Somdy

Offered: Monday

4:30 Sakura

Maximum: 20

The government of Laos recognises English as the most important second language for social and economic development and has decreed that all Lao civil servants should have English competency. Training systems and facilities are being established to serve the needs of all ministries and government organisations. The goals of the English curriculum are (a) to upgrade the English language proficiency of all civil servants, and (b) to meet the English language requirements for social and economic development. The teaching package has four modules with teaching notes which correspond to each unit and supplementary materials to complete the package. In this presentation, these materials will be displayed and their structure and methodology explained. In addition, two communicative activities will be demonstrated.

***RETOOLING A COLLEGE ENGLISH COURSE FOR THE 21<sup>st</sup> CENTURY***

SHIBUSAWA, Masahide, KIMURA, Morris, BUSSHI, Tomomi, & KUMAGAI, Aiko

Offered: Monday 1:30 Oceanview Maximum: 20

In April, Tokyo Jogakkan Women's College introduced major changes to its English program. The program, initiated by six faculty members under the auspices of the School for International Training, Brattleboro, Vermont, has been successful during the first term, with students using English for communication more often than previously. Plans are already underway to expand the program in 1999. This presentation will feature (a) an explanation by the school's CEO of how the program was established, (b) a report by a faculty member on the new curriculum, and (c) an assessment of the program by two students enrolled in the college.

***CROSS-CULTURAL EXPERIENCES OF WESTERNERS IN JAPAN***

SHIBUSAWA, Tazuko

Offered: Monday 4:30 Oceanview Maximum: 20

The purpose of this presentation is to facilitate better understanding of the experiences of Westerners who live and work in Japan. Stages of cross-cultural adjustment will be presented, as well as challenges that are common among Westerners who move to Japan. Discussion will also focus on issues pertaining specifically to recent college graduates who move to Japan to work as English language teachers in junior and senior high schools. Ways in which Japanese teachers can support and work constructively with these young expatriots will be discussed.



## ***TEACHING ENGLISH TO LARGE CLASSES OF MIXED-ABILITY STUDENTS WITH MINIMAL RESOURCES***

SOSENG-IN, Alongkot

Offered:	Wednesday	1:30	H22	Maximum: 20
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Students differ in many ways (e.g., physical and personality characteristics) and it is crucial to consider these individual differences in order to succeed in teaching language to a large classes of students where the range of abilities is diverse. In this session, the speaker will (a) present ideas on how to address problems related to teaching English to large classes of mixed-ability students by using the communicative approach, and (b) report on personal experiences encountered in the Lao education system.

## ***ACTIVITIES FOR RAISING CULTURAL AWARENESS***

STEMPLESKI, Susan

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

As cultural content has become an accepted part of language study, teachers are eager to learn about practical activities and techniques for integrating culture and language study in the classroom. This presentation highlights and demonstrates a broad range of teaching activities, based on a wide variety of authentic materials (from postage stamps to video) for increasing the cross-cultural awareness of language learners.

## ***LEARNING TO LISTEN***

STEMPLESKI, Susan

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

This presentation gives an overview of a strategy-based approach to teaching listening comprehension. The approach is based on the idea that good language teaching involves training students "how to do something" (in this case, how to listen). The presenter outlines concrete ideas and suggestions on how to teach listening comprehension and involves the audience in demonstrations of a variety of sample activities that train students how to listen.

## **MAKING THE MOST OF VIDEO**

STEMPLESKI, Susan

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

This presentation focuses on the what, why, and how of using pre-recorded video in the classroom. Using a selection of short video excerpts from feature films and TV programs, the presenter involves the audience in a step-by-step demonstration of a wide variety of video-based teaching activities. Teachers become familiar with sources and varieties of video material, teaching activities and practical techniques for using video in language teaching, and guidelines for planning successful and enjoyable video-based lessons.

## **STRATEGIES TO INCREASE LANGUAGE LEARNING POTENTIAL IN YOUR STUDENTS!**

SUGIYAMA, Keiko

Offered:	Tuesday	2:20	Oceanview	Maximum: 30
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What type of language learner do you think you are? What type of learners are your students? Each person has a different language learning style. Drawing on examples from various Prentice Hall titles, the presenter will introduce a variety of fun activities that will suit each of your students' learning styles. Let's have fun and share strategies for enhancing the learning potential of our students! [This presentation is sponsored by Prentice Hall Japan.]

## **ENGLISH EDUCATION IN VIETNAM**

TRAN VAN, Phuoc

Offered:	Thursday	1:30	H22	Maximum: 20
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This presentation is based on an article in *Perspectives on Secondary School English Education* (1998, LIOJ) in which the author describes English education in Vietnam. This session will cover the general history of English education in Vietnam, the nature of English study at each level of education (primary, secondary, tertiary), how English has become a component of the secondary school curriculum, the opportunities people have to use English in their daily lives, and the difficulties the Vietnamese education system has faced with the arrival of an English "boom" in Vietnam.

## **HOW ENGLISH GRAMMAR IS TAUGHT AT SECONDARY SCHOOLS IN VIETNAM**

TRAN VAN, Phuoc

Offered: Monday

7:00 H22

Maximum: 20

This presentation is based on an article in *Perspectives on Secondary School English Education* (1998, LIOJ) in which the author describes general methods which are used to teach English grammar at secondary schools in Vietnam. This session will cover techniques and activities to present grammar, tasks to help students practise forms of communication in a classroom context, the influence of the “understanding” component in activities related to learning grammar, the role of teachers and students in activities, and the importance of learning grammar at secondary schools in Vietnam.

## **ENGLISH CAMP: SELF-EVALUATION OF LEARNING EXPERIENCES**

YAWAI, Chanpen

Offered: Tuesday

4:30 H23

Maximum: 20

Thursday

1:30 H23

Maximum: 20

English camp is generally held for students during summer vacation. The aim is to reinforce learners’ abilities to use English. The activities in English camp are provided for students who have an individual interest and aptitude in learning English through games, songs, problem-solving, role play, and other activities. Self-evaluation plays an important role. It entails having students evaluate their own learning performance. Triangulation data is used for grading students’ progress and success. The presentation will demonstrate how to manage and organize activities in English camp. Procedures for learning evaluation and grading are also included.

## **ENGLISH EDUCATION IN KOREA**

YEOM, Ji-sook

Offered: Monday

4:30

H23

Maximum: 20

Although English education has a short history in Korea, this area of education has been widely researched and developed. Innovations have been orchestrated to move away from the traditional ways of teaching to teaching practical English for communication. The presentation will focus on the following features: (a) a general history of English education in Korea; (b) English education in kindergarten, primary, middle, and high school (including textbooks, regular and after-school programs, entrance examinations, teaching methods, teacher education, teacher certification, and foreign teachers); (c) university education; (d) TV education; (e) professional organizations for teachers (especially KOTESOL and the PAC2 Conference); and (f) new trends (President Kim's policy on English education and the IMF). Textbooks which are used in public schools will be introduced to participants, and sample copies of the 1997 entrance examination will be shown.

## **VITALIZING THE AFTER SCHOOL PROGRAM**

YEOM, Ji-sook

Offered: Wednesday

1:30

H23

Maximum: 20

Since 1995, when the Korean government decided to teach English from the third grade of elementary school (at the recommendation of the Globalization Commission), teachers have been positive about teaching English to young learners. The Korean government has prohibited students from taking private lessons, however, and has recommended that elementary school students take English lessons after classes at their regular schools. This is called the "After School Program." The Ministry of Education is eager to develop this program. This presentation will focus on the good points of the After School Program and how it is managed. Some practical teaching tips will be introduced using authentic materials, new ideas, and activities. And a group discussion concerning how ideas can be adapted for the English classroom in Japan

## ***IDEAS FOR TEACHING LARGE CLASSES***

ZETTLE, Craig

Offered: Tuesday

1:30

Castleview

Maximum: 25

Teaching large classes effectively can be a real challenge. Interestingly, research has shown that large classes need not make language learning any less effective. All you need are the right skills and techniques. Join us for a practical workshop in which you will be actively involved in exploring the various methods for effectively teaching large classes. [This presentation is sponsored by Addison Wesley Longman.]

## BIOGRAPHIES: GUEST PRESENTERS & INTERNATIONAL SCHOLARS

**WILLIAM ACTON** is a graduate of the University of Michigan. He spent twelve years at the University of Houston doing ESL teacher education and conducting research in second language pronunciation and accent reduction. He currently teaches English conversation at Nagoya University of Commerce and Business Administration.

**CHARLES BROWNE** is an Assistant Professor at Aoyama Gakuin University. He has been working in Japan as a teacher and teacher trainer since 1985. He came to Japan on the MEF program (the precursor to the JET program), and was the first national chairman of the JET program from 1987-88. He has an M.A. in TESL, and is currently finishing doctoral studies in Applied Linguistics at Temple University Japan. His research interests include second language vocabulary acquisition and high school English education in Japan.

**TOMOMI BUSSHI** is a first-year student at Tokyo Jogakkan Women's Junior College in Machida, Tokyo. She has been a student at Tokyo Jogakkan since elementary school, and was a participant in an LIOJ/Tokyo Jogakkan High School intensive English course when she was a high school student. She is an intensive English major at TJK.

**KIP CATES** has a B.A. in Modern Languages from the University of British Columbia, Canada and an M.A. in Applied Linguistics from Reading University, England. He coordinates JALT's "Global Issues" Special Interest Group and edits its *Global Issues in Language Education Newsletter*. He currently teaches at Tottori University, and gives courses on global education for the M.A. in TESOL program of Teachers College Columbia University, Tokyo. He has worked, lived, or traveled in over 40 countries and speaks eight languages.

**NARAPORN CHAN-OCHA** has been teaching at Chulalongkorn University Language Institute (CULI) since 1979. Her interests include teacher training, teaching methodologies, and materials development. She is currently Head of the Academic Training Centre for government officials at CULI. She is advisor to the Curriculum Division at the Ministry of Education. In addition, she is now President of Thai TESOL.

**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 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 U.K., 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*.

**DAVID HARRINGTON** has taught English in Japan for fifteen years. He is the founder of The English Resource and is co-author of *Speaking of Speech* published by MacMillan Language House.

**MORRIS SENKICHI KIMURA** is an English teacher at Tokyo Jogakkan Women's Junior College in Machida, Tokyo. He recently received his M.A. in Teaching TESL/TEFL from the School for International Training in Brattleboro, Vermont. His current interests are intercultural communication and English language education in Japan.

**JULIAN KINSLEY** has been involved in EFL education in Japan for almost ten years. He is currently an ELT representative with Meynard Publishing, Ltd. in Tokyo.

**MIKE KLEINDL** received his MA in TEFL/TESL from Southern Illinois University. He taught at LIOJ from 1981 to 1986, and has been an instructor at International Christian University for twelve years. He has written poetry for thirty years, co-authored two books, and written screenplays. He also likes to dabble in the art of magical entertainment.

**AIKO KUMAGAI** is a first-year student at Tokyo Jogakkan Women's Junior College in Machida, Tokyo. She has been a student with Tokyo Jogakkan since junior high school, and is currently an intensive English major at TJK.

**BECKY KWAN** is an English lecturer and Ph.D. student at City University of Hong Kong. She received her B.A. in linguistics and psychology from the University of Victoria, and her M.A. in TESL from City University. She has a wide range of teaching and research interests, including writing, functional grammar, and syllabus and materials design. She is currently working on developing an advanced academic writing course for the B.A. in TESL program run by her department.

**SENGDEUANE LACHANTHABOUN** is originally from Vientiane province. She began her teaching career as a university lecturer in 1977, and is currently working in the field of teacher development in the Teacher Training Department of the Lao Ministry of Education where she is responsible for teacher training and curriculum development for the English language project. She received her M.A. by distance learning in 1998.

**CHARLES LEBEAU** has been teaching in Japan for fifteen years. He is the head instructor for NIC Japan's Power Presentation course and a full-time instructor for Toshiba corporation. He is the co-author of *Speaking of Speech*.

**ALAN MALEY** taught at National University of Singapore till July 1998. He will move to Assumption University, Bangkok as Director of Post-Graduate English Programmes. From 1963 to 1988 he worked for the British Council in Yugoslavia, Ghana, Italy, France, China and India. He was Director General of Bell Cambridge from 1988 to 1993. He has published over thirty books and numerous articles. He is the series editor for *Oxford Resource Books for Teachers*.



**JOHN MOORE** is currently the ELT sales and marketing manager for Tuttle ELT Shuppan/Tuttle Shokai, Japan's largest importer of foreign books. Tuttle ELT was established last year at the request of many teachers who wished to purchase their ELT books directly, and Tuttle Shokai is celebrating its 50th anniversary in Japan this year. Prior to joining Tuttle ELT, John worked for Oxford University Press as an ELT consultant/teacher trainer giving workshops throughout Japan.

**SEN NISHIYAMA** received all formal education in the United States. From 1935-45, he worked as a research engineer for the Japanese Government Electro-technical Laboratory. Thereafter, he served as an advisor for the Supreme Commander of the Allied Powers, an advisor for the U.S. Embassy, and an executive for Sony Corporation. He is the author of a dozen books published in Japanese on intercultural communication. He is an honorary (life) member of Japan P.E.N. Club, President of the Japan Society of Translators, and member of the Board of Directors of MRA House, the foundation which oversees LIOJ.

**TOSHIAKI OSHIMURA** received a B.A. in English and American Literature from Ritsumeikan University and an M.Ed. in TESOL from Temple University Japan. He has been teaching high school students for over thirty years, and presently teaches at Kannan Senior High School in Osaka. He has also taught English conversation to adults at the YMCA for ten years. His educational interests include teaching speech and pronunciation, and using drama and video in the classroom. His current hobby is ballroom dancing.

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

**PAUL RILEY** has an M.Ed. in TESOL and extensive teaching and teacher training experience in both Japan and the United States. He is ELT Manager for Oxford University Press in Tokyo.

**SOMDY SANOUBANE** is an teacher trainer in the English Language Resource Centre at the Lao Ministry of Education. As teacher trainer, her responsibilities include the development of the English language curriculum. She is interested in assisting teachers improve their teaching skills. She was previously an English instructor at National Polytechnic Institute from 1990 to 1992, and received a certificate in TESOL/TEFL after completing a teacher training course in Australia from 1993 to 1994.

**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, Indonesia. He has 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 articles. Currently he serves as Director-CEO of Tokyo Jogakkan Schools for Women.

**TAZUKO SHIBUSAWA** currently lives in New York where she is an assistant professor at the Columbia University School of Social Work. She previously worked as a school counselor at Nishimachi International School, and was co-director of Counseling International in Tokyo.

**ALONGKOT SOSENG-IN** currently works in the Teacher Training Department of the Lao Ministry of Education. While at university, she studied the teaching of English as a foreign language. She has been working as an English teacher for fourteen years.

**SUSAN STEMPLSKI** teaches in the M.A. Program in TESOL at Teachers College, Columbia University, New York. She is a former member of the Board of Directors of international TESOL and has made more than 100 presentations at educational conferences and seminars around the world. Her numerous publications include *Cultural Awareness*, *Video in Action*, *Video in Second Language Teaching*, *Earth Watch*, *Focus on the Environment*, and *Getting Together*. She is Series Editor of the *ABC News Intermediate ESL Video Library*.

**KEIKO SUGIYAMA** is currently an ELT representative with Prentice Hall Japan. She spent six years in the United States, and has a degree in primary education from Aoyama Gakuin University.

**TRAN VAN PHUOC** is a senior lecturer of English at Hue National University, Vietnam. He teaches practical English skills, linguistics, sociolinguistics and cross-cultural analysis to university students and adults. He has presented many articles on language education and culture at international conferences in Australia, Hong Kong, Japan, the Philippines, Singapore, Thailand, the U.S., and Vietnam. He also designs language teaching curriculums and English textbooks in Vietnam.

**CHANPEN YAWAI** is a teacher of English at a secondary school in Thailand. She earned her Diploma in TEFL and M.A. in TEFL at Srinakharinwirot University, Bangkok. She has been teaching English for sixteen years. She has participated in many ELT conferences and has been a guest speaker at various institutes. She is the 1998 Thai TESOL scholar to the LIOJ Workshop, her first opportunity to travel abroad to share ideas with other teachers.

**YEOM JI-SOOK** has a B.A. in English literature and language and an M.A. in English education from Kyungnam University in Masan, Korea, and a TESOL certificate from Trinity College in London. She teaches in the After School English Program at Seoul Kwang Hee Elementary School and is vice president of TipTop Kids English. She is former National Treasurer of KOTESOL. She has written and translated children's English books and materials. She has several years experience teaching and conducting teacher training programs in Korean elementary schools.

**CRAIG ZETTLE** is currently the deputy sales manager for Addison Wesley Longman in Tokyo. He has extensive teaching and teacher training experience in Japan.

# BIOGRAPHIES: WORKSHOP GUESTS

SUZY ACTON is currently a first grade teacher at Nagoya International School in Nagoya city, Aichi prefecture.

DARA DENNING is the Asia-Pacific Sales Engineer for Cooper Automotive, Japan, and frequently travels to India, Korea, and the United States. He is originally from the Republic of Ireland, but has lived and worked in England and Germany, as well as Japan. He is interested in Irish music and dance.

EI EI works at the small hotel "Biruma" on Izu Peninsula, Shizuoka prefecture. She is a member of the Burmese Association in Japan and is interested in Burmese dancing.

TERTTU HARKER was born in Helsinki, Finland. She has worked with MRA in many countries including Japan where she met her husband, Rowland Harker, the first director of LIOJ. At LIOJ, she assisted with planning meals for residential programs, and served as student advisor. Before moving to the U.S. six years ago, she led groups of students on study tours to Australia from Kagoshima Immaculate Heart Junior College, where Mr. Harker was head of the English Department.

REZA HEDARI is originally from Tehran, Iran. He lives in Odawara, and is currently working for Asuka Kensetsu.

BAHMAN ISAEI is from Azerbaijan, Iran. He lives in Yugawara town near Odawara, and is a chef at Azerbaijan Restaurant in Yugawara.

MAUNG PAN HMAWY was a language instructor at Yangon University, Burma in the 1970s. His publications include many poems, books on poetry, and novels in Burmese. His works have been translated into both English and Japanese. He is currently the vice president of the Burmese Association in Japan.

**SAEID MOMENI** is from Tehran, Iran. He lives in Yugawara town near Odawara, and is currently working for Ogawa Kensetsu. He is a former student in the LIOJ Community Program.

**MYA MYA WIN** operates the small hotel "Biruma" on Izu Peninsula, Shizuoka prefecture. She is co-founder of the Burmese Association in Japan (BAIJ), and is now the president of the organization. In 1988, she lost her Burmese nationality and, since 1992, has lived in Japan under political refugee status. She holds a Ph.D degree, and has published a book in Japanese entitled *Kanchama* (Fate) in 1997.

**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 many countries with the cultural exchange program, "Up With People." Prior to joining the MRA Foundation in 1992, he worked for twenty-two years with the international joint venture company, JATCO.

**HAJIME SHISHIDO** is manager of Heinemann English Language Teaching, a division of MacMillan Language House in Tokyo.

**KAZUO SUGANUMA** is a representative for Mikasa Book Center which is located in Tokyo.

**YUKARI TAKAHASHI** works for The English Resource in Sagami-hara city, Kanagawa prefecture.

**TUN AYE** is a dentist and owner of the the Shinonome Dental Clinic in Hiratsuka city. He has lived in Japan for thirty-six years. He is one of the founding members of the Burmese Association in Japan.

**EMIKO YONEYAMA** is a partner in Y2O Associates which is located in Kawasaki city.

# BIOGRAPHIES: LIOJ FACULTY & STAFF

**LISA BRICKELL** graduated from the University of Auckland, New Zealand with a B.A. in English and Italian, and both a post-graduate Diploma in Drama and a 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.

**MARGARET HEARNDEN** graduated from University College London, England with a B.A. in French with subsidiary Italian. She holds a Certificate in Adult Education and the Royal Society of Arts Cambridge Certificate in TEFL. She has taught English to high school students in France and Germany, and worked in eastern Germany as a member of an EC program introducing Language Assistants into the former German Democratic Republic.

**JAMES KAHNY**, LIOJ director, has been teaching EFL in Asia for over twelve 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 has also taught in Korea and Thailand, and served for two years as a U.S. Peace Corps Volunteer in Benin, West Africa.

**KAZUMI MASUDA**, LIOJ office manager, was an English Literature major at Ohtsuma Women's College. She is responsible for accounting at LIOJ and for making arrangements for the LIOJ Workshop and overseeing all office details.

**KAZUKO MIZUKAMI**, LIOJ office assistant, 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.

**DAINA PLITKINS-DENNING**, LIOJ program developer, has a B.S. in Spanish and Translation from Georgetown University School of Languages and Linguistics, and an M.A. 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 curriculum design.

**JAIMIE SCANLON** received an M.A. in TEFL/TESL and French from the School for International Training, Brattleboro, Vermont and a B.A. in French with a certificate in Interpreter's Studies from the University of Massachusetts, Amherst. She taught French, ESL and Business English in the U.S. and spent a year and a half teaching English in Sagamihara city, Japan from 1994 to 1995.

**NATALIE WILLIAMSON** received a B.A. in English and Communications and a post-graduate 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 fourth year of teaching English in Japan.

# 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, 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. Over its thirty-year history, it has evolved to meet new needs in language education. The following are descriptions of LIOJ programs for the 1998-99 school year.

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

The International Summer Workshop at LIOJ has been an annual event at LIOJ since 1969. This year marks our 30th Summer Workshop making it one of the oldest ongoing teacher training conferences in Japan. More than 3,800 participants have attended LIOJ Workshops over the years. We are looking forward again to a great workshop this year, and have already started making plans for next year's 31st Summer Workshop which will take place from Aug. 8 to Aug. 13, 1999, 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 if you have any questions.

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

Since 1988, LIOJ teachers have participated in "International Understanding" team teaching classes in local junior high schools. Currently, we provide team teaching visits to Matsuda Junior High School and Yadoriki Junior High School in nearby Matsuda town.



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

In cooperation with the Department of Linguistics at Srinakharinwirot University (SWU) in Bangkok, Thailand, LIOJ established this teacher exchange program in 1993 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 school. The LIOJ-SWU Thailand/Japan Team Teaching Exchange Program runs for approximately two weeks in mid-August (in Thailand) and approximately 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 1999 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 from high schools in Tokyo and Kanagawa prefectures have participated in these programs. 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 motivate 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. Currently we host students from Arima High School (Ebina city, Kanagawa), Fukagawa High School (Koto ward, Tokyo), Goryogadai High School (Hiratsuka city, Kanagawa), Hachioji Koryo High School (Hachioji city, Tokyo), Kodaira High School (Kodaira city, Tokyo), and Tokyo Jogakkan Girls' High School (Shibuya ward, Tokyo). Teachers interested in learning more are encouraged to contact our office for details.

## **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 international companies from all over Japan. Our participants have included business people preparing for overseas posts 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 using 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.

## ***Perspectives on Secondary School English Education***

In commemoration of LIOJ's 30th anniversary, we have published a collection of 39 articles by educators from 14 different countries on both theoretical and practical aspects of EFL acquisition and instruction, intercultural training and learning, international language teaching with a special emphasis on Japan, and English as an international language. The topics are relevant to junior and senior high school EFL teachers in Japan as well as to the larger group of language educators worldwide. *POSSEE* contributors include J.D. Brown, Kip Cates, John Fanselow, William Gatton, Colin Granger, Kenji Kitao & Kathleen Kitao, P. Lance Knowles, Kaoru Kobayashi, Alan Maley, Yoko Matsuka, Sen Nishiyama, David Nunan, and Tran Van Phuoc. (Workshop participants have received a courtesy copy of *POSSEE*.)

## **Other LIOJ Activities**

Other educational activities that LIOJ is involved in this year include:

- co-sponsoring (with JALT) the annual Asian Educator Scholar, Dr. Hannah Pillay from Malaysia, on her 4Corners of Japan Tour;
- hosting and judging Odawara Lion's Club speech contests;
- conducting English training courses for MOA;
- presenting public lectures on a variety of topics;
- hosting a chapter meeting of Yokohama JALT.

For more information about our programs, contact our office at:

Language Institute of Japan (LIOJ)  
Asia Center Odawara  
4-14-1 Shiroyama  
Odawara, Kanagawa 250-0045

Tel: (0465) 23-1677  
Fax: (0465) 23-1688  
E-mail: [ljoj@pat-net.ne.jp](mailto:ljoj@pat-net.ne.jp)

Or check out the LIOJ homepage, at:

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

*[The following article announcing the first LIOJ Summer Workshop for Teachers of English appeared in The Japan Times on May 17, 1969.]*

## **For Benefit of Japanese Teachers**

# ***English Training Course Offered***

An unusual opportunity is offered to Japanese teachers of English to undergo intensive training in English during the summer.

The program featuring latest methods of language instruction is to be conducted at Odawara, Kanagawa Prefecture, from July 27 to Aug. 3 under the sponsorship of the Language Institute of Japan (LIOJ) and The Japan Times.

The period will be followed by four weeks of intensive language training from August 3 to 31, for those teachers who want to further improve their fluency.

Two visiting professors from the University of Southern California will give the main lectures on method and theory while a staff of 10 American and British teachers will assist with demonstrations, remedial work and conversation drills.

Dr. Sumako Kimizuka, associate professor of USC, will lead the workshop. Dr. Kimizuka received her doctorate in education from the University of California at Los Angeles, specializing in the problems of students learning foreign languages, and has had long experience in this field. She is on the California State Board of Education advisory committee on foreign language education.

With Dr. Kimizuka will come Miss Joanne Woods, who is coordinator of the teacher learning centers sponsored by the School of Education of USC for training

teachers.

Also on the staff will be Rowland Harker, principal of the LIOJ, who has had experience of teaching English to Japanese over a period of 30 years. He holds degrees from Redlands and Yale University and has done graduate work at Oxford and Columbia.

The aim of the workshop is to improve the level in Japan of instruction in the English language by giving the latest findings of research in the field and by giving teachers a chance to improve their own fluency.

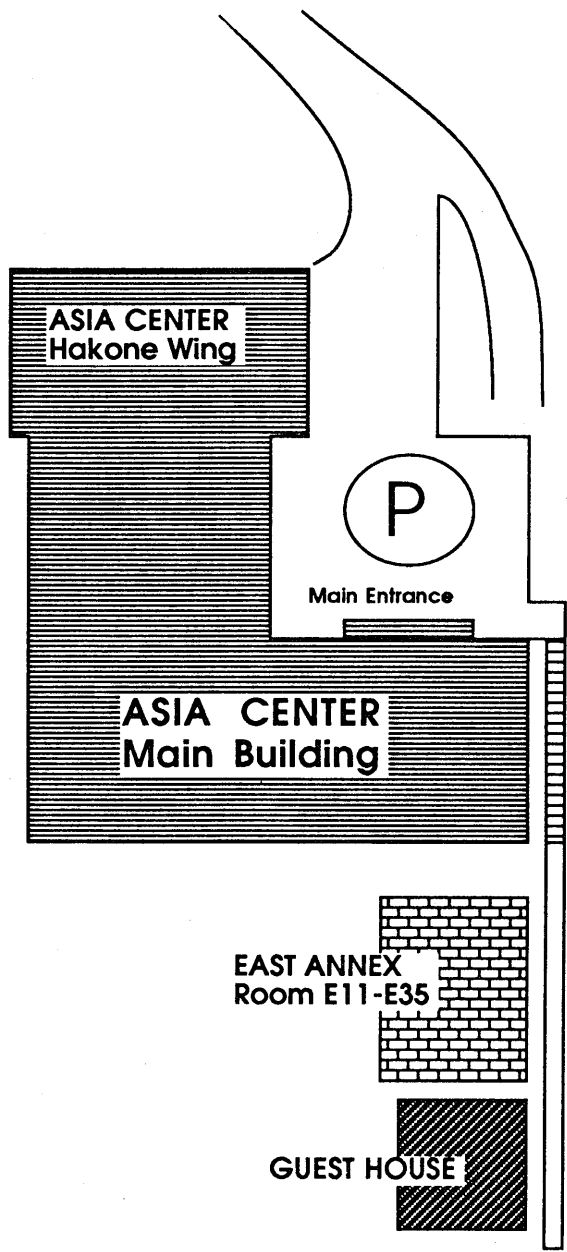
The workshop will include each day four hours of lectures and discussion, two hours of oral English instruction and one hour of remedial work in the language laboratory. Meals, recreation and special programs will all be in English and will give participants a chance to experience something approximating life abroad.

The LIOJ was founded for the purpose of demonstrating new methods of teaching English and has done its chief work in preparing students for study abroad by intensive courses held each spring and autumn in the Odawara Asian [*sic*] Center.

An intensive course for students will be held concurrently Aug. 3 to 31, serving as a demonstration for the teachers.

Anyone interested in participating in this workshop should write to LIOJ, P.O. Box 37, Odawara 250 or telephone 0465-22-6131.

Asia Center ODAWARA Building Location

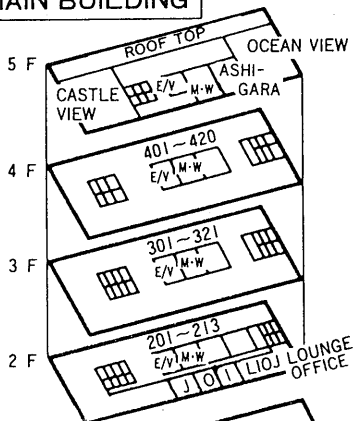


# Asia Center ODAWARA Building Map

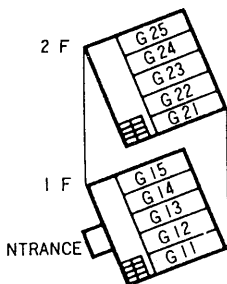


## LAYOUT

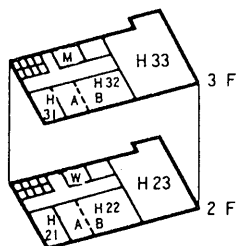
### MAIN BUILDING



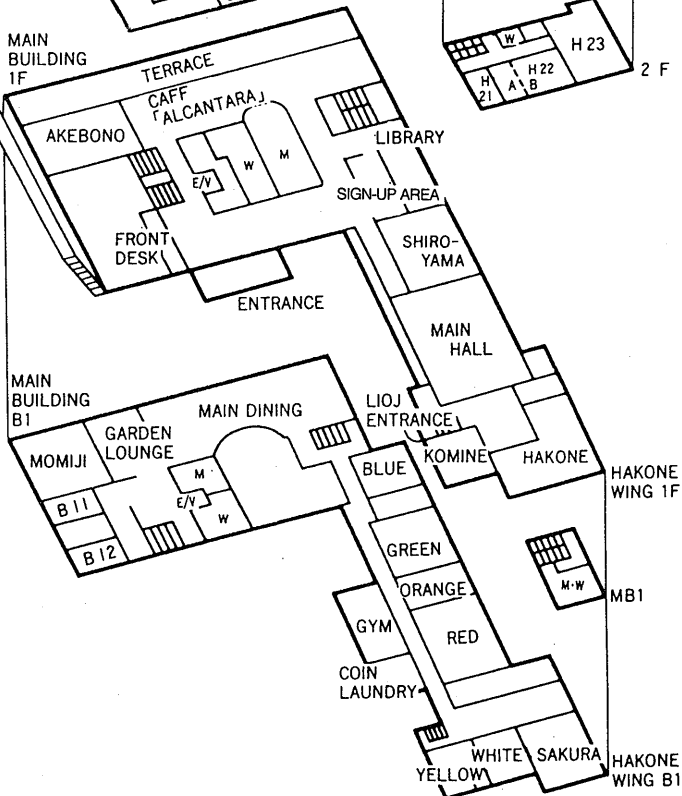
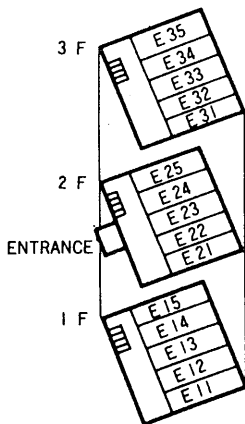
### GUEST HOUSE



### HAKONE WING



### EAST ANNEX



# THIRTY YEARS OF LIOJ: MILESTONES

- 1968 • LIOJ founded by Masahide Shibusawa, Rowland Harker, and Toneko Kimura.
  - Residential courses for college students offered (until 1972).
  - Language classes offered at LIOJ Tokyo (until 1976).
- 1969 • First Annual Summer Workshop for Teachers of English held.
- 1971 • Community Program English lessons for local residents established.
- 1972 • Residential Business Communication Program established.
  - *Cross Currents* journal published (until 1992).
- 1975 • *Pronunciation I* and *Conversational Components* self-study texts published.
  - First TEFL Conference in Japan held at LIOJ. (Conference leads to the formation of JALT.)
- 1978 • Summer Intensive English Program for high school and college-aged students offered (until 1986).
- 1988 • Team teaching classes conducted in Odawara city junior high schools in cooperation with the Odawara city board of education (until 1993).
- 1992 • Residential High School Intensive English Program established.
- 1993 • Thailand/Japan Team Teaching Exchange established in partnership with Srinakharinwirot University, Bangkok.
- 1994 • Team teaching classes introduced into Matsuda town junior high schools in cooperation with the Matsuda town board of education.
- 1998 • *Perspectives on Secondary School EFL Education* published in commemoration of LIOJ's 30th anniversary.

We hope to see you next year!

***31st Annual  
International Summer Workshop  
for  
Teachers of English***

***August 8-13, 1999***



MEMO

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MEMO

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