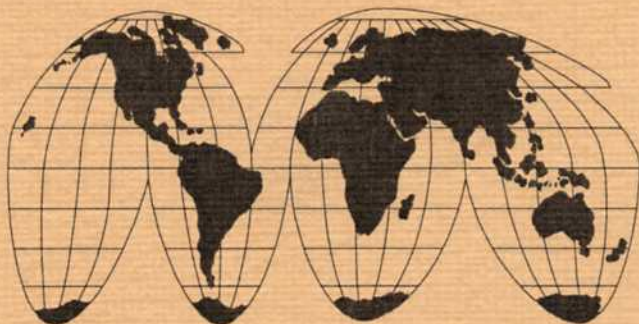


~31st Annual~

**International Summer Workshop
for
Teachers of English**

August 8 - 13, 1999



LIOJ

LANGUAGE INSTITUTE OF JAPAN

ASIA CENTER ODAWARA
Odawara, Kanagawa

WELCOME!

~ Message to Participants and Guests ~

Welcome to Odawara and to the 31st Annual LIOJ International Summer Workshop for Teachers of English! We are pleased to welcome participants from around Japan, and guests from around the world.

We look forward to a great Workshop again this year: a week of language classes, teacher-training workshops and presentations, and many other activities conducted in a residential, English-only environment. Most importantly, the Workshop is a yearly reunion with old friends, plus a chance to make new ones.

Everyone has pre-registered for a morning class, either a regular language class or a special-focus class. We hope your class will give you the opportunity both to brush up your English and to gain further insights into communicative language teaching.

The Workshop program also includes presentations by well-known language teachers, some of whom are popular presenters from past Workshops, and some of whom are joining us for the first time. This year's program features a selection of more than fifty presentations.

And, of course, the Workshop's essential feature is an energetic, English-only, residential environment in which people from various countries share meals together, have parties together, chat about daily life, and discuss issues in the field of language teaching. All of us--presenters, overseas guests, Japanese teachers, and LIOJ faculty--have much to learn from and share with each other, and the week will be full of opportunities for cross-cultural interaction.

Thank you for coming to LIOJ and spending part of your summer with us. Enjoy the Workshop!

- LIOJ Faculty & Staff -

ACKNOWLEDGMENTS

LIOJ would like to thank the following organizations for their generous support of the 31st Annual International Summer Workshop for Teachers of English:

The Mitsubishi Bank Foundation

The MRA Foundation

We would also like to thank the following publishing companies and ELT resource distributors for their support of the 31st LIOJ Workshop:

Cambridge University Press

DynEd Japan

The ELT Software Store

The English Resource

Macmillan Language House

Meynard Publishing, Ltd.

Mikasa Book Center

New World Group, Inc.

Oxford University Press

Pearson Education Japan

School Book Service Co., Ltd.

Tuttle Shuppan ELT

TABLE OF CONTENTS

General Information	4
Schedule for the Week	8
Schedule of Presentations	14
Guide to Guest Presenters	20
Guide to International Scholars	23
Guide to Workshop Guests	24
Guide to LIOJ Faculty & Staff	26
Descriptions: Morning Classes	27
Descriptions: Presentations	31
Biographies: Guest Presenters & International Scholars	54
Biographies: Workshop Guests	61
Biographies: LIOJ Faculty & Staff	63
About the Language Institute of Japan	65
Maps of Asia Center Odawara	71

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, F*)
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 opportunities 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.

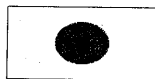
BOOK FAIR / ELT MATERIALS DISPLAY

Are you looking for the perfect textbook? How about time-saving resource book? At this year's Workshop, we will hold a book fair/ELT materials display in Main Hall (1F) on Tuesday, August 10. The book fair is a wonderful opportunity to look over the latest ELT materials and speak with publishers' representatives about the materials you need for your classes.

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.

If you would like a chance to win ELT materials donated by the participating publishers, please register at the book fair before 4:00 p.m. The prize draw will be held at 4:15 p.m., and you must be present to win.

LIOJ would like to extend our thanks to the publishers and ELT materials distributors for participating in the Workshop and contributing prizes for the draw.



INTERNATIONAL NIGHT!

On Wednesday evening at 7:00 p.m., we will hold our annual "International Night." 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 in a festive atmosphere.

At this year's Workshop, we have representatives from Australia, Canada, Chile, China, Germany, Ireland, Japan, Korea, Malaysia, Myanmar, the Philippines, 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!



SCHEDULE FOR THE WEEK

SUNDAY, AUGUST 8th

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)
	<ul style="list-style-type: none">• Jim Kahny LIOJ Director• Masahide Shibusawa Executive Director, MRA Foundation• Keisuke Nakayama Managing Director, MRA Foundation	
2:15 - 3:00	Opening Address: <i>Adjusting One's Teaching</i>	(Main Hall - 1F)
	<ul style="list-style-type: none">• Kathleen Graves School for International Training Brattleboro, Vermont, USA	
3:00	Group Picture in front of Asia Center Odawara (In the event of rain, the group picture will be taken at 3:45 p.m. in Main Hall.)	
3:10 - 4:00	-Open-	
4:00 - 5:30	Presentations	
5:45 - 6:15	Orientation for Morning Classes	
6:30 - 8:00	-Dinner/ Welcome Party -	(Hakone - 1F)

MONDAY, AUGUST 9th

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

TUESDAY, AUGUST 10th

7:30 - 8:30	-Breakfast-
9:00 - 12:00	Morning Classes
12:00 - 1:30	-Lunch- Book Fair / ELT Materials Display (Main Hall - 1F)
1:30 - 2:10	Presentations
2:20 - 3:00	Presentations
3:00 - 4:30	Book Fair / 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 11th

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 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 -	-Evening Out-

FRIDAY, 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 - 4:00	-Open-	
4:00 - 5:30	Presentations	
5:30 - 6:00	-Open-	
6:00 - 8:30	-Dinner/Farewell Party-	(Hakone - 1F)
8:00 / 8:30	(There will be a shuttle bus leaving for Odawara Station at these times.)	

SCHEDULE OF DAILY PRESENTATIONS

SUNDAY PRESENTATIONS



2:15-3:00

Graves

Opening Address:

- *Adjusting One's Teaching*

Main Hall

4:00-5:30

Graves

- *Using Mind Maps as a Tool for Understanding Teaching*
- *Professional Resources for Language Teachers*
- *Teaching Reading Strategies*
- *Involving and Motivating Students through Shadowing and Summarizing*
- *Vocabulary Games and Activities*

Sakura

Kitao, K.

Kitao, S.

Murphey

Watcyn-Jones

Shiroyama
H23

Oceanview

Castlevieview

MONDAY PRESENTATIONS



1:30-3:00

Maley	• <i>Voice: The Most Subtle Instrument</i>	H23
Murphey	• <i>Learning to Juggle as a Tool for Developing MetaCognitive Awareness</i>	Oceanview
Nishiyama	• <i>Pitfalls of Language</i>	Sakura
Plitkins-Denning	• <i>Building Small Talk Skills</i>	H22

4:30-6:00

Cates	• <i>English for Inter-Asian Understanding</i>	Sakura
Kitao, S.	• <i>Teaching Reading Strategies</i>	H23
Scanlon	• <i>Activate! Motivate! Create!</i>	H22
Watcyn-Jones	• <i>Some Ideas for Checking and Testing Vocabulary</i>	Castlevew

7:00-8:30

Kahny	• <i>Teaching English with Great Movie Scenes: The Sequel</i>	H23
Kitao, K.	• <i>Getting Japanese Students to Read Actively</i>	Castlevew
Leung	• <i>The Effect of Social Stratification on Students' Learning English in Hong Kong</i>	Shiroyama
Plitkins-Denning	• <i>Approaching Debate</i>	H22
Pongsurapipat	• <i>How to Write Questions for Written Work</i>	Oceanview

TUESDAY PRESENTATIONS



1:30-2:10

Bowie
Hursthouse

- *Motivating Your Students to Fluency*
- *Firm Foundations for Communication: What Do Beginners Really Need?*
- *Love & Laughter - The Game of Smiles: An Ideal Tool for Better Communication In and Outside the Classroom*

H22
H23
Oceanview

2:20-3:00

Helgesen
Hong
McPhee

- *Access Leads to Success - Firsthand!*
- *Web Resources for English Language Teachers in Japan*
- *Listening Is What Goes On Between Your Ears*

Sakura
Castleview
Shiroyama

4:30-6:00

Gatton
Harrington
Kitao, K.
Kitao S.
Moore

- *Multimedia Program Building Blocks*
- *Not Just a Game*
- *Using Newspapers in the Language Classroom*
- *Teaching about Functions*
- *Learner-centered Activities to Motivate Your Class*

Shiroyama
Oceanview
Castleview
H23
Sakura

7:00-8:30

Kosuge
Murphey
Phan
Plitkins-Denning
Watcyn-Jones

- *How to Have Successful Meetings*
- *Strategies for Gradually Increasing the Amount of English JTEs Use in Classes*
- *The Feasibility of Teaching English in Primary Schools in Hue, Vietnam*
- *Curriculum Development: A Process for Establishing Meaningful Goals for Learners and Consensus Among Teachers*
- *Pair Work and Group Work in the Classroom*

Sakura
Oceanview
H23
H22
Castleview

WEDNESDAY PRESENTATIONS



1:30-3:00

Helgesen
Kaur
Kim

- *Questioning Teaching - With a Bit of Structure*
- *The Role of English in the Malaysian Context*
- *Some Teaching/Learning Methods Which Work in Multimedia Computer Assisted Language Labs*
- *Involving and Motivating Students through Shadowing and Summarizing*
- *Ireland: The Emerald Isle*

H23
Shiroyama
Sakura

Murphey

Oceanview

Plitkins-Denning
& Denning

H22

4:30-6:00

Harris

- *What's Your CQ (Communication Quotient)? Lifeboat: A Simulation*
- *Questioning Teaching - With a Bit of Chaos*
- *Vocabulary Games and Activities*
- *Musical Engagement: Song-based Activities for Language Teaching*

Oceanview

Helgesen
Watcyn-Jones
Watkins

H23
Castleview
Shiroyama

7:00-9:30

International Night!

Main Hall

THURSDAY PRESENTATIONS



1:30-3:00

Kahny	• <i>Nine Ideas for High School EFL Classes</i>	H23
Kaur	• <i>Enliven Vocabulary Learning the Lively, Stimulating, and Fun Way</i>	Shiroyama
Kim	• <i>English Education Reform in Korea: The 7th Curriculum of Secondary Schools</i>	Sakura
Murphey	• <i>Learning to Juggle as a Tool for Developing MetaCognitive Awareness</i>	Oceanview
Watcyn-Jones	• <i>Pair Work and Group Work in the Classroom</i>	Castleview

4:30-6:00

Harris	• <i>What's Your CQ (Communication Quotient)? Learners, Teachers - Teach Yourselves</i>	Oceanview
Kanjanasoot	• <i>Motivating Students' Writing through Process Writing</i>	Sakura
Phan	• <i>Common Techniques for Presenting Vocabulary in High School English Classes in Hue, Vietnam</i>	H23
Plitkins-Denning	• <i>Approaching Debate</i>	H22
Watkins	• <i>Active Learning through Video</i>	Shiroyama

FRIDAY PRESENTATIONS



1:30-3:00

Kosuge	• <i>How to Have Successful Meetings</i>	Sakura
Murphey	• <i>Strategies for Gradually Increasing the Amount of English JTEs Use in Classes</i>	Oceanview
Plitkins-Denning	• <i>Building Small Talk Skills</i>	H22
Pongsurapipat	• <i>Some Ideas on How to Score Written Work in Thailand</i>	H23
Woest	• <i>North of 60</i>	Shiroyama

4:00-5:30

Harris	• <i>What's Your CQ (Communication Quotient)? Lifeboat: A Simulation</i>	Oceanview
Kanjanasoot	• <i>Motivating Students' Writing through Process Writing</i>	Sakura
Leung	• <i>Making Use of Students' Knowledge of Their Mother Tongue in Learning English</i>	H22
Watcyn-Jones	• <i>Some Ideas for Checking and Testing Vocabulary</i>	Castleview
Watkins	• <i>Musical Engagement: Song-based Activities for Language Teaching</i>	Shiroyama

GUEST PRESENTERS



Stuart Bowie
Macmillan Language House

Kip Cates
Tottori University

Dara Denning
Federal-Mogul K.K.

William Gatton
DynEd Japan

Kathleen Graves
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Japan Society of Translators

Peter Watcyn-Jones
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Boyce Watkins
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(Thai TESOL)

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(MELTA)

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(Korea TESOL)

Akemi Kosuge

Private English Tutor, Japan

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Phan Quynh Nhu

Hue National University, Vietnam

Siriporn Pongsurapipat

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Program Developer

Yoshino Sai
Office Staff Member

Jaimie Scanlon
Instructor

Kirsten Woest
Instructor

MORNING CLASS DESCRIPTIONS

Monday - Friday, 9:00 a.m. 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 p.m.

A.	Kimura	<i>Developing Your General English Skills (Levels 1 & 2)</i>	H23
B.	Coller	<i>Developing Your General English Skills (Levels 2 & 3)</i>	Oceanview
C.	Cates	<i>Global Issues and Global Education</i>	Sakura
D.	Maley	<i>Making the Most of Yourself in Class</i>	Castleview
E.	Scanlon	<i>Teaching the Four Skills</i>	H22
F.	Woest	<i>Activities to Motivate Junior and Senior High School Students</i>	Shiroyama

A *DEVELOPING YOUR GENERAL ENGLISH SKILLS*

KIMURA, Morris

(Levels: I & II)

H23

Build your English! Have fun improving your English skills while getting practical teaching ideas. The primary aim of this course is for participants to "brush up" on their speaking skills. Participants will work on improving their vocabulary, fluency, pronunciation, and listening through a variety of language activities. Discussions, role-plays, show and tell, videos, and group projects are some of the activities we will take part in. Not only will participants improve their fluency, but we will also gain confidence in using English. In addition, we will have the opportunity in class to discuss how some of the activities can be adapted to suit a variety of EFL classroom situations.

B *DEVELOPING YOUR GENERAL ENGLISH SKILLS*

COLLER, Jon

(Levels: II & III)

Oceanview

Teachers in class! Through a variety of classroom activities, participants will be able to use and develop their English communication skills. The focus of this class will be on speaking and listening with the aim of improving the participants' vocabulary, pronunciation, comprehension, fluency, and overall English-speaking confidence. We will be emphasizing pair work and teamwork, with participants actively taking part in activities. Forget about sitting at your desk reading a textbook! Each class will end with a discussion of how participants may be able to use the activities in their own classrooms and how they might be changed to suit a variety of teaching contexts.

C *GLOBAL ISSUES AND GLOBAL EDUCATION*
CATES, Kip

(Levels: any)
Sakura

If young people are to be truly informed about their world, their education must engage them in inquiry about the causes and solutions to the global issues of our time. The EFL classroom can be an exciting place to acquire this knowledge. This morning class will introduce participants to the fields of global education, peace education, human rights education, and environmental education. It will show how infusing our teaching with ideas from these fields can enhance student language learning while fostering global citizenship and a commitment to solving world problems. Together, we will explore global education activities, techniques, methods, and materials involving games, songs, role-play, and video. Learn how to be a "global teacher" and design classroom lessons which promote global awareness and action for a better world!

D *MAKING THE MOST OF YOURSELF IN CLASS!*
MALEY, Alan

(Levels: any)
Castleview

We are our most useful and powerful resource for teaching. Teaching is, among other things, a performance, and we as teachers are the most influential actors. Yet we get little or no training in how to use ourselves to make the maximum impact. In this workshop, we shall first take a close look at all the factors affecting the way we use our voices, our bodies, and any visuals we may choose. We shall then work together to put our new knowledge to practical use by making short presentations: scripted, semi-scripted, and unscripted. Participants shall all get lots of practice in skills which will be of use in their classroom teaching. If there is time, we may prepare a group presentation for the farewell party,

E *TEACHING THE FOUR SKILLS*

SCANLON, Jaimie

(Levels: any)

H22

Communication, motivation, retention... Are these things you want to add to your lessons? A four-skills approach can help you reach your teaching objectives. This morning class is designed to offer participants practical speaking, listening, reading, and writing activities to add to their repertoires. Each day we will focus on one of the skills. We will explore communicative ways to reinforce each individual skill and make activities more meaningful and motivating by integrating activities incorporating the other skills. Participants will have the opportunity to develop their own language skills through trying fun, exciting activities hands-on and discussing their ideas with others. For the final class, we will work in groups to develop and lead a short, multi-skilled lesson incorporating ideas from the previous sessions.

F *ACTIVITIES TO MOTIVATE JUNIOR AND SENIOR HIGH SCHOOL STUDENTS*

WOEST, Kirsten

(Levels: any)

Shiroyama

Are you looking for ways to spark your students' interest in English lessons? Students learn best - and enjoy most - when they can actively take part in the learning process and use English to communicate their own ideas. In this class, we will focus on ideas and activities to motivate junior and senior high school students. Participants will have the opportunity to take an active role in the classroom where they can take part in communicative activities. We will experience sample lessons firsthand, after which we will brainstorm ideas and adapt the lessons to suit individual needs. Participants will come away with a variety of ready-to-use lesson plans and a renewed excitement for second-language learning.

PRESENTATION DESCRIPTIONS

(Listed in alphabetical order by presenter)



MOTIVATING YOUR STUDENTS TO FLUENCY

BOWIE, Stuart

Offered: Tuesday

1:30 H22

Maximum: 30

As teachers know well, choosing the right material to use in class is both a difficult and important decision. As important as the material itself is our ability to exploit and adapt it to activate our students' natural use of English. In larger classes - or those with younger students - there is also the question of motivation. In this presentation, various strategies to increase both motivation and students' natural use of English will be presented and discussed. Examples will be taken from Macmillan's *On Line* series, as well as the *Communicate* series. [This presentation is sponsored by Macmillan Language House.]

ENGLISH FOR INTER-ASIAN UNDERSTANDING

CATES, Kip

Offered: Monday

4:30 Sakura

Maximum: 25

Japan and Asia share a history of war, exploitation, and oppression. The future requires a relationship based on peace, friendship, and cooperation. How can teachers in Asia help overcome the bitterness of the past and the stereotypes of the present to build a future of peace and cross-cultural understanding? This presentation will describe classroom initiatives which promote inter-Asian understanding through English as a Foreign Language. Projects mentioned will include lessons on Korea in Japanese textbooks, EFL textbooks on Asian cultures, pen-pal programs between Asian students, and overseas school visits. Participants will brainstorm how English teachers in Asia can promote understanding and friendship between our students as we head into the 21st century.

MULTIMEDIA PROGRAM BUILDING BLOCKS

GATTON, William

Offered: Tuesday

4:30

Shiroyama

Maximum: 20

What makes for a complete multimedia program? Courseware is, of course, only one element of an integrated program. This presentation examines all elements needed to make a program complete: placement testing; comprehension testing; instructor's guides; record keeping; study guides; Internet support; and, of course, the courseware. Whether you are new to computers or a veteran, there will be something here to stimulate your interest and practical understanding of multimedia ELT. We will also look at the results of 300 students using the courseware and tests. [This presentation is sponsored by DynEd Japan.]

ADJUSTING ONE'S TEACHING [OPENING ADDRESS]

GRAVES, Kathleen

Offered: Sunday

2:15

Main Hall

In this interactive presentation, we will examine a framework for adjusting one's teaching based on the ideas of reflection in action and reflection on action. Reflection in action allows one to respond to events in the classroom while teaching. Reflection on action allows one to look back on events in order to understand them and make changes in future lessons. We will use two case studies, one of an English teacher in Japan and one of a Spanish teacher in the US, to understand the framework.

USING MIND MAPS AS A TOOL FOR UNDERSTANDING TEACHING

GRAVES, Kathleen

Offered: Sunday

4:00

Sakura

Maximum: 20

In this presentation, participants will learn to use mind mapping as a tool for exploring and understanding their teaching. A mind map is a graphic, non-linear way of representing how one conceptualizes aspects of teaching and learning. Participants will first analyze examples of mind maps done by other teachers. They will then choose one of their classes as the focus for their own mind maps. The process of constructing the mind maps will help them to arrive at a clearer understanding of what they teach, how they teach, and why they teach that way.

NOT JUST A GAME

HARRINGTON, David

Offered: Tuesday

4:30

Oceanview

Maximum: 20

English is only a tool. It is used to "do" something. Yet, often in our classrooms English is practiced as an end in itself. How do you give your students an opportunity to use the English they have been studying? By playing games, of course. Games are not just for fun and entertainment, though they certainly are fun and entertaining. Games can be one of the most realistic teaching vehicles available to English teachers. In this presentation, we will learn a dozen games that all have linguistic value and give students valuable training in the English structures and vocabulary they learn in school. [This presentation is sponsored by The English Resource.]

WHAT'S YOUR CQ (COMMUNICATION QUOTIENT)? LEARNERS, TEACHERS - TEACH YOURSELVES

HARRIS, Brenda

Offered: Thursday

4:30

Oceanview

Maximum: 20

What is your "CQ" (Communication Quotient)? In this presentation, participants will have the opportunity to assess their own individual "CQ" through the various communicative tasks they will perform in class. Among the resources and activities that we will use are songs, video, dialogue composition, as well as other activities of which the aim is to go beyond the limitations of structure and drill to enhance communication skills.

WHAT'S YOUR CQ (COMMUNICATION QUOTIENT)? LIFEBOAT: A SIMULATION

HARRIS, Brenda

Offered:	Wednesday	4:30	Oceanview	Maximum: 20
	Friday	4:00	Oceanview	Maximum: 20

What is your "CQ" (Communication Quotient)? In this presentation, participants will work together in groups in order to make creative decisions regarding a "life-or-death" situation. Participants' skills in the art of persuasion, their ability to use their imagination, and their ability to verbally articulate their feelings will be put into practice in this exercise in experiential learning. The activity used in this session is based on a "Lifeboat" simulation.

ACCESS LEADS TO SUCCESS - FIRSTHAND!

HELGESEN, Marc

Offered:	Tuesday	2:20	Sakura	Maximum: 30
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Student really CAN communicate, even at beginning levels. To do so, they need vocabulary and language support. Just as important, they need clear tasks that create a reason to speak. This author-led session will introduce the new *English Firsthand* beginner's course, *Access* and *Success*. The books build learner skills through motivating pair work that's practical even in huge classes. There are also focused, personalized listening tasks, conversations, language review, and a unique "Unit Zero" for "learner training." What more could you ask for? How about free CD's for the students and a Web site? *Access* really does lead to *Success*. Join us. Enjoy! [This presentation is sponsored by Pearson Education Japan.]

QUESTIONING TEACHING - WITH A BIT OF CHAOS

HELGESEN, Marc

Offered: Wednesday

4:30 H23

Maximum: 20

This workshop doesn't promise any answers, just some interesting questions about what we do and why. The topics for exploration in the afternoon are: language and culture (What does "culture" mean if English is an international language?); pair work and group work (What are they really?); tasks and materials (Why do funky homemade materials often teach - the students *and* you - more than textbooks?). Mostly questions. Questions can create change. So can Chaos, which is more Complex than most people realize. [Note: This session and the session at 1:30 are separate workshops, built around the same approach. Participants can attend one or the other, or both.]

QUESTIONING TEACHING - WITH A BIT OF STRUCTURE

HELGESEN, Marc

Offered: Wednesday

1:30 H23

Maximum: 20

Red Queen said to Alice, "It takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast." [-*Through the Looking Glass*]. Sometimes it feels like we're running as fast as we can, just to stay in the same place. We do things automatically, without asking why. In this workshop, we'll do some activities. More importantly, we'll ask ourselves questions about important classroom issues: class culture (Why do some lessons fly and others fail, even with the same lesson plan?); grammar (Why don't structures stick?). This workshop doesn't promise answers - just some interesting questions. [Note: This session and the session at 4:30 are separate workshops, built around the same approach. Participants can attend one or the other, or both.]

WEB RESOURCES FOR ENGLISH LANGUAGE TEACHERS IN JAPAN

HONG, Kenny

Offered: Tuesday

2:20

Castleview

Maximum: 30

The World Wide Web presents a wealth of information for the ELT professional. There are literally thousands of ESL/ELT-related Web pages on the Internet. These Web pages range from multi-million dollar venture-backed projects to your local mom-and-pop operation. Trying to choose the best teaching resources can be a task in itself. In this presentation, you will learn about the top ten sites for: teaching resources, Web-based courses, ELT software, industry news, associations, and online search engines. In addition, you will learn about the newest developments in Internet-based classroom teaching tools. [This presentation is sponsored by The ELT Software Store.]

FIRM FOUNDATIONS FOR COMMUNICATION: WHAT DO BEGINNERS REALLY NEED?

HURSTHOUSE, James

Offered: Tuesday

1:30

H23

Maximum: 30

What are the first thousand words a student needs to study? What are the grammatical structures that learners should study first? Recent research using spoken and written corpora have provided some possible answers to these and other questions. This presentation will demonstrate activities from a range of corpus-informed materials, and take a look at the things we can do to provide beginners with the best possible foundations for their English study. [This presentation is sponsored by Cambridge University Press.]

NINE IDEAS FOR HIGH SCHOOL EFL CLASSES

Kahny, Jim

Offered: Thursday

1:30

H23

Maximum: 20

Are you looking for some ideas for your English lessons that (a) are fun and motivating, (b) work well with large classes, (c) are adaptable to a wide range of teaching points, (d) work well in mixed-level classes, (e) are student-centered, and (f) are communicative? This workshop will feature a potpourri of nine such activities for EFL classes that work well with high school students. Participants will have the opportunity to take part in the activities, and then consider how they can create similar activities for their own classes.

TEACHING ENGLISH WITH GREAT MOVIE SCENES: THE SEQUEL

Kahny, Jim

Offered: Monday

7:00

H23

Maximum: 20

Last year, we practiced English using a variety of classic movie scenes including ones from *Casablanca*, *ET*, *Gone with the Wind*, *The Sound of Music*, and *Star Wars*. This year, we will briefly discuss some other well-known films (titles to be announced), and then watch a famous scene from each. Participants will then have a chance to demonstrate their acting skills as they perform some of the greatest scenes of the silver screen. We will also briefly discuss how this can be a fun and motivating activity for high school students.

MOTIVATING STUDENTS' WRITING THROUGH PROCESS WRITING

KANJANASOOT, Sakranchit

Offered: Thursday

4:30

Sakura

Maximum: 20

Offered: Friday

4:00

Sakura

Maximum: 20

Do your EFL students have any problems with writing? The answer is probably yes! The reason is that they don't know how to start writing. One way to help them is by using process writing because it is an approach that emphasizes the way writing is accomplished rather than emphasizing the final product. In this session, the presenter will demonstrate the steps of teaching writing through a writing process which focus on prewriting, drafting, revising, and proofreading. Participants will have a chance to discuss the use of the Process Approach.

ENLIVEN VOCABULARY LEARNING THE LIVELY, STIMULATING, AND FUN WAY

KAUR, Harbans

Offered: Thursday

1:30

Shiroyama

Maximum: 20

For L2 learners to communicate effectively in English, they need to develop an adequate vocabulary. This presentation attempts to provide some practical ideas that can make learning vocabulary both fun and stimulating. The variety of activities suggested can help to enrich students' vocabulary as well as allow teachers to stimulate and develop their sensitivity to language learning. The teaching of vocabulary need not be isolated: It can be integrated with skills such as reading and writing. Contextualized vocabulary learning helps students to learn language as it occurs - in context and in situations.

THE ROLE OF ENGLISH IN THE MALAYSIAN CONTEXT

KAUR, Harbans

Offered: Wednesday

1:30

Shiroyama

Maximum: 20

This presentation will cover (a) a brief history of the education system and education policies of Malaysia from 1957 to the present day, (b) the role of English language in Malaysia, (c) the shift of English from L1 to L2 status, (d) the position of English as the second most important language in the country, (e) the teaching and learning of English at all levels of study, (f) the role of English inside the classroom (as a compulsory subject) and outside the classroom, and (g) the future of English in Malaysia. The presentation will also touch on various aspects of the teaching and learning of English language in the Malaysian classroom.

ENGLISH EDUCATION REFORM IN KOREA: THE 7TH CURRICULUM OF SECONDARY SCHOOLS

KIM, Wonmyong

Offered: Thursday

1:30

Sakura

Maximum: 20

The curriculums of elementary and secondary schools are revised every five years in Korea. This is because the demands of society and learners increase and vary from year to year. Previously, English classes in Korea were very much teacher-centered. Another problem has been the various levels of scholastic achievement among Korean students. The main aims of the seventh curriculum can be summarized as follows: First, class management is more student-oriented; second, the sequence of the curriculum progresses systematically from the 1st grade to the 12th grade; third, the curriculum takes into consideration multi-leveled classes; and fourth, the curriculum promotes student creativity.

SOME TEACHING / LEARNING METHODS WHICH WORK IN MULTIMEDIA COMPUTER ASSISTED LANGUAGE LABS

KIM, Wonmyong

Offered: Wednesday

1:30

Sakura

Maximum: 20

Since the late 1980s, there have been great changes in English instruction due to the development of personal computers. The development of this teaching aid has brought changes to English classes in Korea. Multimedia computers, combined with resources such as CD-ROMs and the Internet, are a great teaching asset for English teachers. Students can practice the four skills and get cultural information. Computers can even be used for evaluation. In this presentation, the speaker will share his experience using multimedia computers for teaching English.

GETTING JAPANESE STUDENTS TO READ ACTIVELY

KITAO, Kenji

Offered: Monday

7:00

Castleview

Maximum: 20

When Japanese students read English, they tend to read passages word-for-word, with the same emphasis on each word. Students rarely use previous knowledge or anticipate what might come next. They also read very slowly, making it difficult for them to make sense of the information before it goes out of their short-term memory. In this session, the presenter will discuss techniques for helping students learn to read more effectively. Among the topics that will be covered are choosing good materials, increasing students' reading speed and comprehension, making activities and exercises for high school students, controlling vocabulary, and using different literary forms. In addition, we will discuss classroom management and make suggestions for the effective use of graded readers.

PROFESSIONAL RESOURCES FOR LANGUAGE TEACHERS

KITAO, Kenji

Offered: Sunday

4:00

Shiroyama

Maximum: 20

After they graduate, teachers need to continue to develop professionally. Among the traditional avenues are subscribing to journals and joining professional organizations. In addition, the Internet has an increasing number of resources that are useful for language teachers' professional development. Among these are computer discussion lists where teachers can discuss various issues, Internet journals and newsletters, and prepared lesson plans or information that can be used as a resource. On his Web site (<http://ilc2.doshisha.ac.jp/users/kkitao/online>), the presenter has provided links to some useful resources for language teachers and also some explanations of how Internet resources can be used in language teaching. The speaker will discuss both traditional and modern resources for language teachers.

USING NEWSPAPERS IN THE LANGUAGE CLASSROOM

KITAO, Kenji

Offered: Tuesday

4:30

Castlevew

Maximum: 20

English newspapers are a good source of English teaching material. They include a wide variety of information, including current information from many different countries, and various viewpoints on issues. They are inexpensive and easy to obtain. However, there are some grammatical forms and vocabulary that are characteristic of headlines and newspaper articles. Their organization and styles may be different from what students are used to. In this presentation, the speaker will discuss what students need to know about English newspapers. He will introduce exercises and activities which help learners read newspapers by familiarizing them with the style and format.

TEACHING ABOUT FUNCTIONS

KITAO, S. Kathleen

Offered: Tuesday

4:30

H23

Maximum: 20

While Japanese students of English learn a great deal about grammar, they often have difficulty actually using English; that is, they may lack communicative competence. Performing functions (e.g., greeting, requesting, inviting) appropriately is one area of difficulty. Students may not know conventional expressions used for various functions or how to use the expressions that they do know appropriately. There are also cultural differences in functions in Japanese and English and how they are used. In this presentation, the speaker will discuss communicative competence - the ability to use language appropriately in context - and how students' communicative competence can be improved, especially in the area of functions.

TEACHING READING STRATEGIES

KITAO, S. Kathleen

Offered:	Sunday	4:00	H23	Maximum: 20
	Monday	4:30	H23	Maximum: 20

Reading strategies are mental operations used to efficiently make sense out of a text. Reading strategies include pre-reading activities, skimming, scanning, finding the main idea, recognizing connectors, and asking oneself questions. In recent years, there has been an interest in trying to teach less proficient readers to use the strategies that good readers use. This involves teaching students what reading strategies are and how they can be applied to a written text, as well as giving students practice in using the reading strategies that they are being taught. In this presentation, the speaker will review some of the research into the use of reading strategies and discuss some of the reading strategies that can be usefully taught.

HOW TO HAVE SUCCESSFUL MEETINGS

KOSUGE, Akemi

Offered:	Tuesday	7:00	Sakura	Maximum: 20
	Friday	1:30	Sakura	Maximum: 20

Every week and every day, we have different kinds of meetings. Nowadays, effective meeting management is a key to good time management and to simplifying a busy schedule. In this workshop, we will discuss what makes a meeting successful. Participants will learn how to conduct a meeting effectively within a scheduled time, and how to express their opinions clearly. Then each participant will take a different role in a demonstration meeting. Through this workshop, participants will get tips on making their meetings successful - and even enjoyable!

***LOVE AND LAUGHTER - THE GAME OF SMILES: AN IDEAL TOOL FOR
BETTER COMMUNICATION IN AND OUTSIDE THE CLASSROOM***

KURASHITA, Naoshi & HOWSAM, Roy

Offered: Tuesday

1:30

Oceanview

Maximum: 20

Games, communicative activities, language acquisition activities...you name it. We all like to play games in the classroom, don't we? But how do we feel when we can't win in the game? Here's a game we all have longed for: a game with no winning and/or no losing, no negativity, and full of laughter. The whole idea is to provide an ideal environment for communication from deep within. You share your views, memories, and stories with Love and Laughter. You also have a chance to learn messages of the colors which your "ColorChild" has to offer. So, whether you are full of energy or need more energy, come and join us with an open heart.

***THE EFFECT OF SOCIAL STRATIFICATION ON STUDENTS' LEARNING
ENGLISH IN HONG KONG***

LEUNG, Ester

Offered: Monday

7:00

Shiroyama

Maximum: 20

In 1999, the Hong Kong SAR government stipulated that all except approximately a hundred secondary schools in Hong Kong must use Chinese as the medium of instruction. This policy seems to be encouraging schools to use the mother tongue for teaching. However, when we look more closely, we find that schools which have privileged status and are generally known as upper-middle class schools are usually allowed to use English as the medium of instruction. This government policy will inevitably cause further classification of schools, and further reinforce the association of "elitism" with English.

MAKING USE OF STUDENTS' KNOWLEDGE OF THEIR MOTHER TONGUE IN LEARNING ENGLISH

LEUNG, Ester

Offered: Friday

4:00

H22

Maximum: 20

Students' mother tongues have often been thought of as "interference" with students' learning of English. However, in this presentation, the speaker will demonstrate (a) how students' knowledge of their mother tongue can be used to raise their awareness of the differences between their mother tongue and English, and (b) how the common errors students of a language tend to make can be avoided. The purpose of these techniques is to encourage students to make use of their mother tongue when communicating in a foreign language, and to adopt a more analytical and critical attitude toward foreign language study.

VOICE: THE MOST SUBTLE INSTRUMENT

MALEY, Alan

Offered: Monday

1:30

H23

Maximum: 25

Teachers use their voices all the time but they are rarely, if ever, trained to make them most effective. Neither do they get any help in taking care of this most precious asset. In this presentation, the speaker shall first describe how the voice works (e.g., posture, breathing, centring), including some suggestions for developing your own voice. We shall then discuss how we can make our voices more effective instruments in our classroom teaching. Finally, simple voice workouts, as well as tips on how to look after our voices, will be suggested.

LISTENING IS WHAT GOES ON BETWEEN YOUR EARS

McPHEE, Ally

Offered: Tuesday

2:20

Shiroyama

Maximum: 30

In daily life, we listen twice as much as we speak, four times as much as we read, and five times as much as we write. Unfortunately, as important as this skill is, Japanese students are rarely trained beyond the simple level of listening for specific information. In this presentation, the speaker will look at learner strategies and participants will take part in a range of activities which encourage students to become better thinkers, and consequently better language learners. [This presentation is sponsored by Oxford University Press.]

LEARNER-CENTERED ACTIVITIES TO MOTIVATE YOUR CLASS

MOORE, John

Offered: Tuesday

4:30

Sakura

Maximum: 20

Activities that promote creative and personal input from our students increase their motivation and enhance their language learning. In this workshop, participants 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.]

INVOLVING AND MOTIVATING STUDENTS THROUGH SHADOWING AND SUMMARIZING

MURPHEY, Tim

Offered: Sunday

4:00

Oceanview

Maximum: 20

Wednesday

1:30

Oceanview

Maximum: 20

Shadowing is repeating what you hear either out loud or inside your head, and can vary from complete shadowing to selective and interactive shadowing. Participants will be taught a variety of ways to do shadowing and summarizing which can be used directly with students. Students have told us that these strategies have helped them to become much better learners and speakers and have given them control over input. Not only is shadowing effective, it is enjoyable and easy to learn. Step by step procedures and handouts will be shared with participants.

LEARNING TO JUGGLE AS A TOOL FOR DEVELOPING META-COGNITIVE AWARENESS

MURPHEY, Tim

Offered: Monday	1:30	Oceanview	Maximum: 25
Offered: Thursday	1:30	Oceanview	Maximum: 20

This active session will combine physical and mental learning with theory and increased metacognitive awareness. The goal is for participants to become more aware of their beliefs, strategies, and emotional states before, during, and after learning. This increased awareness can be applied to language learning and our becoming more sensitive to our students' beliefs, strategies, and states. Parallels with second language acquisition and socio-cultural theory will be highlighted. Participants will alternately take the roles of learners, teachers, and collaborators. We will also have fun and have the opportunity to continue this learning adventure throughout the week.

STRATEGIES FOR GRADUALLY INCREASING THE AMOUNT OF ENGLISH JTEs USE IN CLASSES

MURPHEY, Tim

Offered: Tuesday	7:00	Oceanview	Maximum: 20
Friday	1:30	Oceanview	Maximum: 20

Participants will experience many ways that junior and senior high school teachers can comfortably increase the amount of English they use in the classroom. These ideas, which have been tried and tested by other junior and senior high school teachers, include story telling, speed dictations, TPR, classroom management, songs, surveys, near peer role modeling, and more. Some possible barriers to speaking more English and ways to overcome them will also be highlighted. Your input, opinions, and strategies will also be solicited.

PITFALLS OF LANGUAGE

NISHIYAMA, Sen

Offered: Monday

1:30

Sakura

Maximum: 20

Misunderstanding in one language, due to differences between the intent of the speaker and the assumptions of the listener, occurs with almost boring frequency. When two languages are used, such as English and Japanese, the misunderstanding is compounded by not only semantic differences but also differences in cultural and circumstantial positions. Cases of such differences have been important, serious factors in international history. Others, often minor, have resulted in hilarity. In all cases, pitfalls lie hidden along the pathway of communication, which too often is regarded as smoothly paved.

COMMON TECHNIQUES FOR PRESENTING VOCABULARY IN HIGH SCHOOL ENGLISH CLASSES IN HUE, VIETNAM

PHAN, Quynh Nhu

Offered: Thursday

4:30

H23

Maximum: 20

This presentation reports on an investigation of common techniques used to present vocabulary in high school English classes in Hue, Vietnam. The results of the study reveal that the meaning of English vocabulary can be presented effectively in different ways, such as by using visual aids, synonyms and antonyms, and illustrative sentences. In addition, new vocabulary is usually reviewed at the end of a lesson by providing students with different speaking and writing activities. The study seeks to suggest some practical implications for using the various techniques to introduce vocabulary effectively.

THE FEASIBILITY OF TEACHING ENGLISH IN PRIMARY SCHOOLS IN HUE, VIETNAM

PHAN, Quynh Nhu

Offered: Tuesday

7:00 H23

Maximum: 20

This presentation deals with a study investigating the reality of teaching and learning English in primary schools in Hue, Vietnam. The aims of the study are to investigate how English is actually taught and learnt in Hue primary schools, and to justify the hypothesis that it is feasible to teach English. Research findings reveal that (a) it is feasible to teach English to primary pupils; (b) primary pupils are motivated and have a positive attitude toward learning; and (c) there are still some problems with materials, teachers, and learning facilities in primary schools. From the study, there are practical implications for enhancing the teaching of English in primary schools.

APPROACHING DEBATE

PLITKINS-DENNING, Daina

Offered: Monday

7:00 H22

Maximum: 20

Thursday

4:30 H22

Maximum: 20

Participating in a debate requires a combination of competencies in addition to English communication skills. These qualities include self-confidence, the will to express one's opinions clearly, and the ability to think critically about a given topic. Working with language learners to develop both their language ability and these other non-linguistic skills is an important step in approaching debate. In this presentation, participants will have a chance to experience some pre-debate activities that have been designed to develop learners' language skills, critical thinking skills, self-confidence, and ability to express their ideas.

BUILDING SMALL TALK SKILLS

PLITKINS-DENNING, Daina

Offered: Monday	1:30	H22	Maximum: 20
Friday	1:30	H22	Maximum: 20

This presentation will give participants an opportunity to learn about "small talk" through experience. The presenter will briefly talk about the structures and functions of small talk, and then lead participants through a variety of activities that will enable them to more comfortably take part in casual conversation in English. Areas that will be covered will include: opening, maintaining, and closing conversations; choosing appropriate topics for small talk; changing topics; and being an effective listener. If time permits, we will discuss the adaptability of the activities for participants' own classroom use.

CURRICULUM DEVELOPMENT: A PROCESS FOR ESTABLISHING MEANINGFUL GOALS FOR LEARNERS AND CONSENSUS AMONG TEACHERS

PLITKINS-DENNING, Daina

Offered: Tuesday	7:00	H22	Maximum: 20
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The process of curriculum development, as a team effort involving classroom teachers, can be a very fruitful endeavor. It can build ties between teachers; clarify the pedagogic aims of a teaching program beyond textbooks and exams; add consistency when new staff join a school, or when students change class; and make planning easier for teachers. This presentation will touch on various issues related to building a curriculum for a specific teaching program, drawing on the experience of the team that has been developing the LIOJ curriculum for more than two years.

IRELAND: THE EMERALD ISLE

PLITKINS-DENNING, Daina & DENNING, Dara

Offered: Wednesday 1:30 H22

Maximum: 20

Have you ever wondered about the "Land of Love and Orchids"? - Is it cold in Ireland? What language do people speak? Do Irish people drink Irish coffee? Why are there so many people of Irish background in the United States and Australia? This presentation will, in an interactive format, provide some basic information about Ireland: the land and its people, the main languages, and facts about the culture. You'll hear some music, learn some Gaelic phrases, find out some interesting facts, and come away with a good general knowledge about this truly interesting, island country.

HOW TO WRITE QUESTIONS FOR WRITTEN WORK

PONGSURAPIPAT, Siriporn

Offered: Monday 7:00 Oceanview

Maximum: 20

This workshop aims to discuss various kinds of questions or instructions for written work and how they affect the organization of the written piece. The workshop begins with a presentation of different styles of writing, followed by examples of questions which would produce those different types. Then, various problems in writing questions or instructions will be discussed. The workshop ends with a consideration of questions suitable for teaching writing and those suitable for testing. Samples will be taken from the work of Thai university students whose level of English ranges from beginning to intermediate.

SOME IDEAS ON HOW TO SCORE WRITTEN WORK IN THAILAND

PONGSURAPIPAT, Siriporn

Offered: Friday 1:30 H23

Maximum: 20

Over the last ten years, the teaching and learning of writing in Thailand has been brought into focus because of the gap between the syllabus and the students' actual performance. Methods to achieve consistency in scoring have also posed a problem: It is often argued that two different markers will assign a different score for the same piece of writing. In this workshop, a distinction will be made between scoring for teaching and testing and overall scoring. In addition, examples of band-based scoring and their descriptions will be shown.

ACTIVATE! MOTIVATE! CREATE!

SCANLON, Jaimie

Offered: Monday

4:30 H22

Maximum: 20

This presentation will focus on the amazing teaching applications of visualization rods. These colorful, three-dimensional building blocks hold limitless potential for use in the language classroom. They add intrigue to speaking and listening lessons and increase learner motivation and confidence. The presenter will model a variety of activities designed for junior high through adult conversation classes. For each activity, the teaching procedure, target language, and level-appropriateness will be outlined and discussed. Participants will have a chance to try tasks hands on, and then explore the possibilities for their own classes.

PAIR WORK AND GROUP WORK IN THE CLASSROOM

WATCYN-JONES, Peter

Offered: Tuesday

7:00

Castlevew

Maximum: 20

Offered: Thursday

1:30

Castlevew

Maximum: 20

For a student to be able to speak and communicate with others in a foreign language, he or she needs to be given lots of opportunities to use the language he or she has learnt in situations that are communicative and active. In a normal teacher-led classroom, each student has limited speaking time and probably few real opportunities to use language communicatively. By getting the students to work in pairs or groups, the amount of student speaking time increases dramatically. This active workshop will look at various activities that can be used in the classroom for pair work and group work, with the emphasis on encouraging students to interact with one another in a communicative way. Activity types will include information-gap activities, simulations, and reaching a consensus.

SOME IDEAS FOR CHECKING AND TESTING VOCABULARY

WATCYN-JONES, Peter

Offered: Monday	4:30	Castleview	Maximum: 20
Friday	4:00	Castleview	Maximum: 20

If vocabulary acquisition is important, so too is finding ways of checking and testing what the students have learnt. However, checking and testing need not be boring or uniform. Indeed, checking and testing can actually be fun. In this active workshop, we will look at various ways of checking and testing vocabulary - not only written exercises or tests, but even oral ones. We will also look at ways of checking and testing in pairs or groups, using activities such as quizzes, half-crosswords, and definition games. Finally, participants will be given an opportunity to write their own exercises or tests.

VOCABULARY GAMES AND ACTIVITIES

WATCYN-JONES, Peter

Offered: Sunday	4:00	Castleview	Maximum: 20
Offered: Wednesday	4:30	Castleview	Maximum: 20

Vocabulary acquisition is one of the key elements of learning a foreign language. Indeed, there are those who maintain that it is *the* key element. For most students, however, learning words takes time and requires considerable effort and repetition if the vocabulary learnt is to become active rather than passive. This very active workshop looks at activities that can be used mainly to revise and practise vocabulary. It will concentrate on tasks that can be done in pairs, groups, or as a whole-class, teacher-led activity. Throughout, the emphasis will be on activities that are challenging, stimulating, and fun.

ACTIVE LEARNING THROUGH VIDEO

WATKINS, Boyce

Offered: Thursday 4:30 Shiroyama Maximum: 20

Video can be an enjoyable, motivating, and effective teaching tool for the language classroom. This is especially true when learners are encouraged to interact with the video in meaningful ways. In this presentation, short scenes from movies and television programs, as well as television commercials, will be used to demonstrate a number of practical video-based teaching activities and techniques designed to stimulate a communicative, interactive classroom.

MUSICAL ENGAGEMENT: SONG-BASED ACTIVITIES FOR LANGUAGE TEACHING

WATKINS, Boyce

Offered: Wednesday 4:30 Shiroyama Maximum: 20
Offered: Friday 4:00 Shiroyama Maximum: 20

Following a brief discussion of the benefits of using music in language classrooms, the presenter will demonstrate a variety of lively and interesting song-based activities that show how music not only provides authentic text, but also promotes active listening and student motivation. This musical engagement is designed to demonstrate how activities built around music and song can be effectively exploited both to create a positive learning environment and to develop language skills.

NORTH OF 60

WOEST, Kirsten

Offered: Friday 1:30 Shiroyama Maximum: 20

Discover Canada's North! Do people really live in igloos? Just how cold are the winters? What do people eat? What is the real name for Eskimos? Come and see the brilliant midnight sun and spectacular northern lights in this land where nature still reigns; a place where sleds and snowmobiles are more common than cars. The presenter lived in Canada's vast Northwest Territories for three years. She experienced life with the native peoples of the Arctic. In this presentation, participants will see fantastic scenery and beautiful handicrafts, taste traditional food, and experience the culture of the northern peoples.

BIOGRAPHIES: GUEST PRESENTERS & INTERNATIONAL SCHOLARS



STUART BOWIE arrived in Japan ten years ago from Canada. As of October last year, he is the ELT Consultant for Macmillan Language House. Prior to that, he taught Japanese students of English of all ages and in a wide variety of situations. This includes a three-year stint as Assistant Manager/Teacher Trainer for Tokyu Corporation's culture school in Shibuya, Tokyo. His consulting work includes conducting workshops and teacher training.

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 MA-in-TESOL program of Teachers College Columbia University, Tokyo. He has worked, lived, or traveled in over 40 countries and speaks eight languages.

DARA DENNING graduated from Dublin Institute of Technology with a B.S. in Manufacturing Engineering. He is the Asia-Pacific Sales Engineer for Federal-Mogul K.K., Japan, and frequently travels to India, Korea, and Australia. 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 languages, as well as Irish music and dance.

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

KATHLEEN GRAVES is an Associate Professor at the School for International Training in Brattleboro, Vermont, USA. She teaches courses in methodology, linguistics, and curriculum design. She was an English teacher in Taiwan, Japan, and the US before she became a teacher educator. She is co-author of the *East West* series and editor of *Teachers as Course Developers*. Her newest book is called *Designing Language Courses: A Guide for Teachers*. This is her fourth LIOJ Summer Workshop.

DAVID HARRINGTON is the co-author of *Speaking of Speech, Street Talk, What's in the Cards*, and the soon-to-be-released *Discover Debate*. He has been teaching in Japan for more than fifteen years. He has taught students of every age and every level from kindergarten to university. He is also well known as the founder of The English Resource.

BRENDA HARRIS has an M.A. in TESOL and in personnel management. She has been teaching in Japan for eight years. Initially, she was an instructor at the International University of Japan in Niigata prefecture. She then taught for three years in the Kokusai Bunka Course of Kyoto Nishi High School before accepting her current teaching positions at Kyoto Sangyo, Seika, Ryukoku, and Doshisha Universities.

MARC HELGESEN is interested in many aspects of language teaching, especially student interaction, reading, large classes, and motivation. He teaches at Miyagi Gakuin in Sendai, and recently started teaching in the M.A. program at Teachers College Columbia University in Tokyo. He previously taught at Japanese junior high, senior high, and language schools. He's an author of *English Firsthand*, *Access/Success*, *Talking Together*, and *Active Listening*.

KENNY HONG is the Software Consultant for The ELT Software Store in Edogawa, Tokyo. He is committed to providing the best selection of ELT-related software and support to the English Language Teaching professional in Japan.

ROY HOWSAM was born in England and has a commercial and product development, marketing/sales background. For seven and a half years (until October 1997), he was director and general manager of a colour therapeutic company. Since December 1997, he and his partner Frederike Herrlich have created and developed "Love and Laughter - The Game of Smiles." Their idea is to build bridges all over the world through Love and Laughter and the "ColorChild."

JAMES HURSTHOUSE is currently the ELT Manager for Cambridge University Press Japan and has been involved in the ELT publishing field for more than three years. Before joining Cambridge University Press, he taught in Japanese junior and senior high schools for three years.

SAKRANCHIT KANJANASOOT is a teacher of English at Saphwitthayakhom Secondary School in Tak, Thailand. She has been teaching English for seventeen years. She holds an M.A. in TEFL from Srinakharinwirot University, Bangkok. In her community, she is involved in teaching English to people of various backgrounds and professions, including hotel employees and shopkeepers. She is representing Thai TESOL at the LIOJ Workshop.

HARBANS KAUR has taught English and Literature in English in several schools in Malaysia for eighteen years. She is an English teacher and the Head of Languages at Seapark Secondary School, a secondary school near Kuala Lumpur. She teaches pre-university students. Currently, she is also pursuing her M.A. in TESOL at the Faculty of Education, University of Malaya. She is representing MELTA (Malaysian English Language Teaching Association) at the LIOJ Workshop.

KIM WONMYONG majored in English education at Kongju National University, and English Linguistics in M.A. and Ph.D. courses at Hannam University in Taejeon. He also attended a TESOL course in Perth, Australia. He has taught English in junior and senior high schools since 1976, and worked on pre-service and in-service training courses for Taejeon Teachers' Training Institute. He is President of Taejeon Secondary English Teachers' Association and Vice President of the Taejeon chapter of Korea TESOL. He is representing Korea TESOL at the LIOJ Workshop.

MORRIS SENKICHI KIMURA is an English teacher at Tokyo Jogakkan Women's Junior College in Machida, Tokyo. He 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.

KENJI KITAO received his Ph.D. in TESL from Kansas University. He is a Professor at Doshisha University. He is a co-author of numerous English language textbooks as well as *Intercultural Communication: Between Japan and the United States* and *English Teaching: Theory, Research and Practice*; and author of *Internet Resources: ELT, Linguistics, and Communication*. *On-Line Resources and Journals: ELT, Linguistics, and Communication* can be found at <http://ilc2.doshisha.ac.jp/users/kkitao/online/>.

S. KATHLEEN KITAO received her Ph.D. in Communication from Michigan State University, USA, in 1988. She is a Professor at Doshisha Women's College and has lived and taught in Japan since 1980. She is a co-author of numerous English language textbooks, and author of *Reading, Schema Theory, and English Language Teaching* and *Theory and Application in English Language Teaching*. Her interests include research into refusals of requests and using the Internet to teach English.

AKEMI KOSUGE is a graduate of International Christian University. She has been teaching English for more than 20 years. She is Charter President of the Kashiwa Club, ITC (International Training in Communication), an organization for the promotion of leadership and communication skills. She is a board member of Kashiwa International Relations Association, a member of the Kashiwa Lioness Club, and is in charge of International Service at Kashiwa Christian Church.

NAOSHI KURASHITA, a native of Nagano, graduated from Shinshu University majoring in TEFL. His teaching experience includes EFL in Japanese junior high schools, JFL in an Australian high school, and EFL in a vocational school. He attended the LIOJ Workshop four times in the early 1990s and was introduced to Accelerated Learning. He joined Mori Accelerated Learning Center as a teacher trainer and manager. He is now Director of Promotion of New World Group, Inc.

ESTER LEUNG teaches at City University of Hong Kong. She received her M.A. in Applied Linguistics from Durham University and her Ph.D. in Linguistics from Lancaster University in the UK. In the early 1990s, she worked as an interpreter for different legal institutions in England and developed an interest in legal discourse. She studies legal interpreters and how their understanding and concept of law is reflected in their interpretation.

ALAN MALEY taught at National University of Singapore till July 1998. He is currently Dean of the Institute for English Language Education, and Director of Post Graduate Programs in TESOL at Assumption University, Bangkok. 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*.

ALLY McPHEE is currently an English Language Teacher's consultant for Oxford University Press in Toshima, Tokyo. She has teaching experience in both Japan and in Australia, and has conducted numerous teacher training workshops during this time.

JOHN MOORE is currently the sales director for Tuttle Publishing/Tuttle ELT, Japan's largest importer of foreign books. Tuttle ELT was established two years ago 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, he worked for Oxford University Press as an ELT consultant/teacher trainer giving workshops throughout Japan.

TIM MURPHEY teaches at Nanzan University. He has published numerous articles and books, and conducted many presentations. More importantly, he loves exploring and improving ways of teaching/learning. He loves the contagious light of learners in rapport with life. He believes everyone can learn, and learn to inspire learning. He believes that good learning starts from good relationships. He likes surprises and variety. He believes we can be better beings, continually better. He believes in persistence, coherence, and congruence.

KEISUKE NAKAYAMA has been Managing Director of the MRA Foundation and Director of Asia Center Odawara since 1992. 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 and educational program, "Up With People," under the auspices of MRA. He worked for 22 years as an interpreter/translator for JATCO, a Japan-US joint venture (Ford-Nissan-Mazda) company.

SEN NISHIYAMA received all formal education in the US. 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 and for the US Embassy, and an executive for Sony Corporation. He is the author of many books on intercultural communication, an honorary 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.

PHAN QUYNH NHU is a lecturer in the English Department of Hue College of Pedagogy, Central Vietnam. She has been teaching English for four years, specializing in speaking and reading. Her main areas of interest include ELT methodology and the impact of culture on the teaching and learning of communicative English.

SIRIPORN PONGSURAPIPAT is an Assistant Professor at Chulalongkorn University Language Institute where she has taught for 22 years. She graduated from Chulalongkorn University and completed her M.A. at Mount Holyoke College in the U.S. She has contributed to the teaching of writing materials at the Open University. Her interests include the writing and scoring of tests, and she trained with the Examination Boards in Oxford and Manchester and ETS and TOEIC Centre in Thailand. Currently, she is head of the Testing and Evaluation Centre at CULI.

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

PETER WATCYN-JONES was born in Wales. He holds a B.A., RSA, CELTA. He began teaching EFL in the mid 1970s when being an EFL teacher was still considered "exotic." He has taught in Europe - mainly in Scandinavia - and began writing EFL materials in 1976. Since then, he has written or co-written over 50 books in Britain (Penguin Books), Sweden, and Germany. He is currently a freelance writer/teacher, and also the Associate Principal of the English Study Centre, Swansea. When not working, he plays in an Irish band.

BOYCE WATKINS is a graduate of the University of Washington, where he earned both his B.A. and M.A. Since 1995, he has been employed by Michigan State University as the coordinator of the English Language Program at the Japan Center for Michigan Universities in Hikone, Shiga prefecture. Prior to that, he taught for nearly ten years at Simul Academy of International Communication in Osaka, where he served as Simul's Kansai Course Director.

BIOGRAPHIES: WORKSHOP GUESTS

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

YUSHO HOSHIKAWA is a sales representative for School Book Service, Inc. in Tokyo. He will join the Workshop on Tuesday.

INES KURIBAYASHI is originally from Chile, but has lived in Japan for eighteen years. She works for a shop that sells novelty goods from developing countries. She will join the Workshop on Wednesday.

MAUNG PAN HMAWY was a language instructor at Yangon University, Burma in the 1970s. He has published poems, poetry books, and novels in Burmese which have been translated into English and Japanese. He is Vice President of the Burmese Association in Japan. He will join the Workshop on Wednesday.

MYA MYA WIN runs the small hotel "Biruma" on Izu Peninsula, Shizuoka prefecture. She is co-founder of the Myanmar Association in Japan (MAIJ). She holds a Ph.D. degree, and published a book in Japanese entitled *Kanchama* (Fate) in 1997. She visited Myanmar this summer and will join the Workshop on Wednesday.

MASAO ONO is a sales representative for School Book Service, Inc. in Tokyo. He will join the Workshop on Tuesday.

SUMI OWADA is a sales representative for Meynard Publishing in Tokyo. She will join the Workshop on Tuesday.

KAZUO SUGANUMA is a sales representative for Mikasa Book Center in Tokyo. He will join the Workshop on Tuesday.

KIMIE TANAKA works for The English Resource in Sagamihara city, Kanagawa prefecture. She will join the Workshop on Tuesday.

SAEKO TSUCHIYA is a sales representative for Tuttle ELT Shuppan, a division of Tuttle Shokai. She will join the Workshop on Tuesday.

TUN AYE is a dentist and owner of 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. He will join the Workshop on Wednesday.

BETTY USUI is originally from the Philippines, but has lived in Japan for fourteen years. She teaches English in Yugawara town, Kanagawa prefecture. She will join the Workshop on Wednesday.

RICHARD WALKER is an ELT Training Specialist for Pearson Education Japan (formerly Longman Japan KK). He will join the Workshop on Tuesday.

BIOGRAPHIES: LIOJ FACULTY & STAFF



JON COLLER received a B.A. in Visual Arts from Griffith University in Brisbane, Australia, a Graduate Diploma in Educational Administration from the University of Melbourne, and a Certificate of Teaching English as a Foreign Language to Adults from the Royal Society of Arts, Cambridge. He has taught English in Japan, Korea, and Australia for over ten years.

JIM KAHNY, LIOJ director, has been teaching EFL in Asia for over twelve years. He teaches at Matsuda and Yadoriki Junior High Schools 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 handling financial matters at LIOJ and for making arrangements for the LIOJ Summer Workshop and overseeing all office details. She is also involved in cultural activities which are conducted by Odawara city.

KAZUKO MIZUKAMI is an LIOJ office assistant. She 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 from 1992 to 1995, and is currently interested in task-based learning, curriculum design, and Web site design.

YOSHINO SAI is an LIOJ office assistant. She joined the LIOJ staff this year. When she was in high school, she studied for two years in Massachusetts. Prior to joining LIOJ, she worked for two years at the Fujiya Hotel in Hakone.

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 Sagami-hara city from 1994 to 1995.

KIRSTEN WOEST is from Quebec. She studied in France and Germany, and graduated from Mount Allison University in New Brunswick with a B.A. in French and German and a B.Ed. in secondary education. She taught junior and senior high school in the Canadian Arctic where she lived for three years. Her interests include arts and crafts, photography, and hiking.

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 1999-2000 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 31st Summer Workshop making it one of the oldest ongoing teacher training conferences in Japan. More than 3,900 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 32nd Summer Workshop which will take place from Aug. 6 to Aug. 11, 2000, 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 elementary, junior high, and senior 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 2000 exchange.

LIOJ High School Intensive Courses

In 1992, LIOJ started an intensive residential program for high school students, and since then, more than 2,500 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 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 Program

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 EFL Education

In commemoration of our 30th anniversary, LIOJ 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, Colin Granger, Kenji Kitao & S. Kathleen Kitao, P. Lance Knowles, Kaoru Kobayashi, Alan Maley, Yoko Matsuka, Sen Nishiyama, and David Nunan. *POSSEE* is available at the LIOJ Workshop Book Fair/ELT Materials Display.

Other LIOJ Activities

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

- co-sponsoring (with JALT) the annual Asian Educator Scholar, Ms. Christianity Nur from Indonesia, on her 4Corners of Japan Tour;
- hosting and judging Odawara Lion's Club speech contests;
- 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: lioj@pat-net.ne.jp

Or check out the LIOJ homepage, at:

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

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 1* 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.
 - Symposium on English Education in Asia held in commemoration of LIOJ's 30th anniversary.

[Thirty years ago: 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.

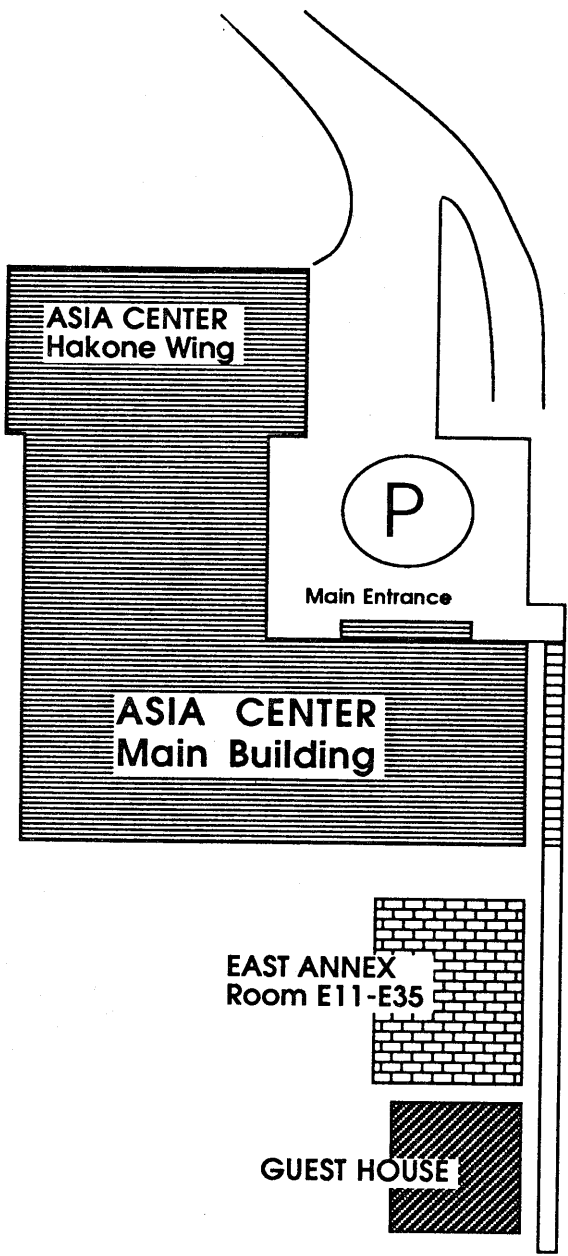
The workshop will include each day four hours of lectures and discussion, two hours of oral English instruction and one hour of remedial work in the language laboratory. Meals, recreation and special programs will all be in English and will give participants a chance to experience something approximating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

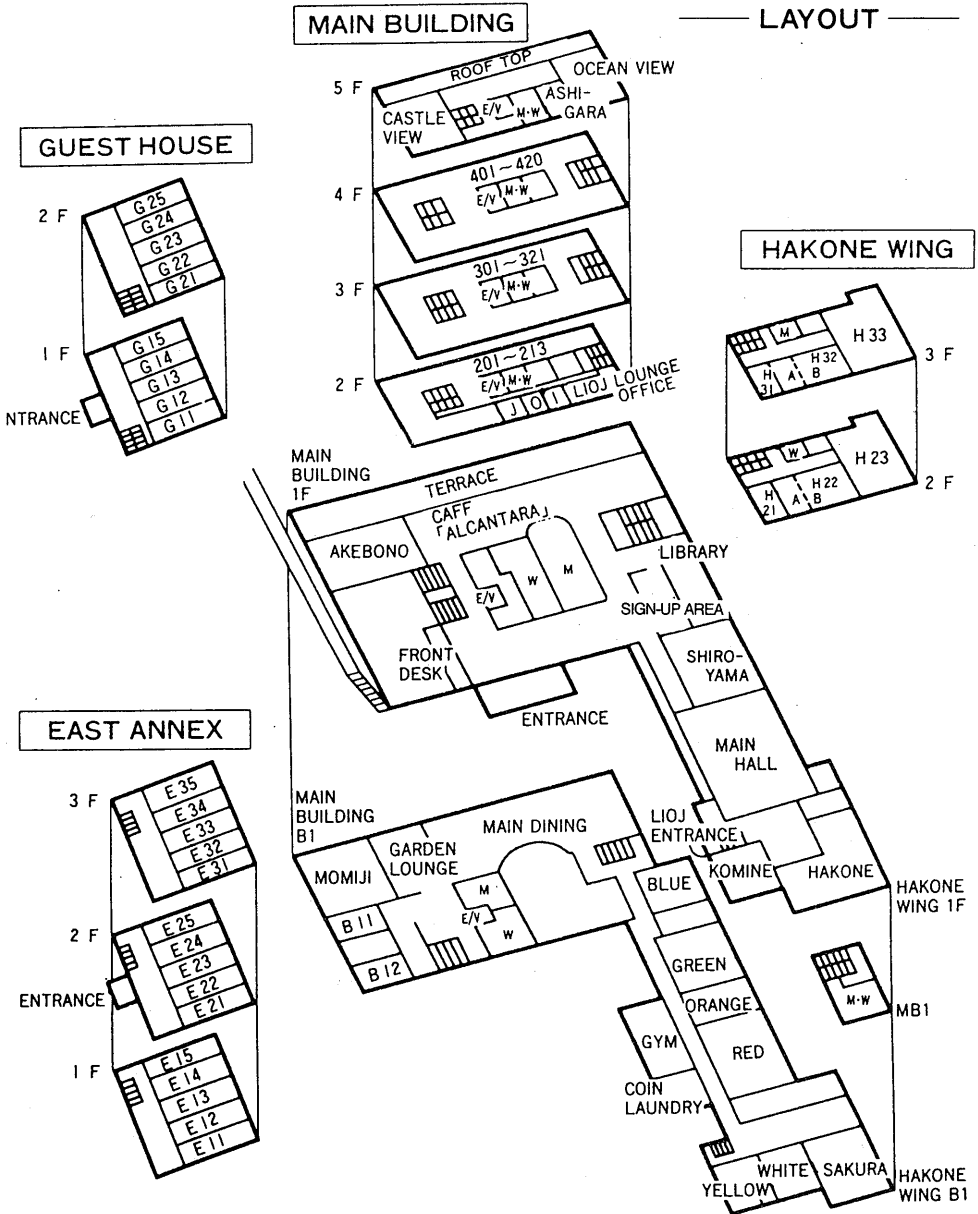
Asia Center ODAWARA Building Location



Asia Center ODAWARA Building Map



LAYOUT



We hope to see you next year!

32nd Annual
International Summer Workshop
for
Teachers of English

August 6 - 11, 2000

