



LIOJ Workshop '97

Language Institute of Japan - Odawara, Japan

August 1-6, 1997

Closing Plenary '97

Changes Ahead for the Transitional Hong Kong

In his closing plenary, Patrick Pak Kei Ng discussed issues of general interest relating to the July 1st handover of Hong Kong from Britain to China, and addressed specific details regarding the basic law on education in transitional Hong Kong.

Patrick, a lecturer at City University of Hong Kong, discussed the hopes and fears of young people in the SAR (Special Administrative Region). He also described some of the changes in the education system.

According to Patrick, educational institutions in Hong Kong will retain their academic freedom and autonomy under Chinese rule.



Pat Ng

They are, however, preparing to bring their textbooks in line with the spirit of the handover.

While Cantonese will remain the spoken form of instruction in all SAR schools, Mandarin will become part of the curriculum from the first grade of primary school.

-ls

Opening Plenary '97

University Entrance Examinations: Their Effect on English Language Teaching

JD Brown delivered the opening plenary of the 29th Annual LIOJ International Summer Workshop for Teachers of English. In his address, he traced his own involvement in the issue of the possible washback effect that the Japanese university examinations have on English language learning and teaching. The term 'washback effect' is used to refer to the way in which testing affects how students and teachers learn and study English.



JD Brown

JD, professor on the graduate faculty of the ESL Department of the University of Hawaii at Manoa, gave a general overview of the issues surrounding university entrance examinations, including his views on how tests should be constructed and interpreted, research concerning the format of Japanese university entrance exams, and the important role that these examinations play in the lives of young people.

In addition, JD looked at the washback effect itself in great detail: providing a historical review of the research supporting the existence of such an effect; cataloging the factors that influence the washback effect; and suggesting ways to promote positive rather than negative washback.

-dp

In this issue

The Workshop Program2-3
class summaries, presentation titles, comments from participants

The "International" Workshop.....4-5
highlights from "International Night", profiles of international scholars

Featured Speaker Features.....6-7
write-ups of featured speakers' presentations

LIOJ Programs..... 8
1997 activities of the Language Institute of Japan

LIOJ to host 30th Summer Workshop in '98

This year's 29th Annual International Summer Workshop for Teachers of English was successful, with many high-quality presentations and enjoyable events. Next year, however, marks the 30th anniversary of our Summer Workshop, and we have already started making plans.

Why is this a special occasion? Well, since the first Summer Workshop in 1969, over 3,700 teachers have participated in our Workshops. In addition, the LIOJ Summer Workshop is now one of the oldest ongoing teacher training conferences in Japan. For these reasons, we feel that the 30th anniversary will be an event to celebrate.

Each year, we have been fortunate to have guests and scholars join us from around the world. Well-known presenters such as Alan Maley, Yoko Matsuka, J.D. Brown, Colin Granger, Sen Nishiyama, and Kip Cates (just to name a few from '97!), and English teachers from Asian countries including Korea, Laos, Thailand, the Philippines, Indonesia, Vietnam, Cambodia and Hong Kong have been guests at our Workshops. Next year we will have more special guests, and the chance to join in lots of special celebrations. Teachers interested in further information about the 30th anniversary of our Summer Workshop are invited to contact our office anytime.

-mj

Morning Classes

Language Institute of Japan - Odawara, Japan

August 1-6, 1997

Class A Developing Your General English Skills



Lisa Brickell

The main reason I participated in the LIOJ Summer Workshop was that I wanted to improve my English, and so I chose Lisa's morning class. In her class, we took part in a lot of different activities which were very enjoyable and interesting. Her class took away my fear of English and made me relax. Lisa constantly encouraged me so I gradually gained confidence. From this experience, I was able to understand how the weaker students in my classes feel and I discovered that speaking English is really enjoyable. Now I have more confidence than before. This workshop was intensive, but a very precious experience for me. I will now tell my students, "English is really fun!" -tn

Class B Increasing Learner Motivation in the EFL Classroom



Mark James

Over our five days together, we explored a variety of ideas concerning motivation in the EFL classroom. We began by looking at our existing ideas, and then experimented with others to expand our understanding and improve our techniques. One of the approaches we looked at was "learner-based teaching", and we tested it in a very "learner-based" way -- by creating our own short activities in class and trying them with the other participants. We all learned a lot about motivation, and have plenty of new, practical ideas to try with our students. This class certainly didn't have any personal motivation problems: It was clear that they were a highly motivated group of teachers, especially during morning exercises! -mi

Class C Making Texts More Interesting



Alan Maley

During the week, participants practiced working with a variety of texts which could be spoken aloud in an effort to find ways to make them more interesting. These texts included short jokes, poems and rhymes, jazz chants, and advertisements.

Participants were able to become more confident in reading texts aloud in class, increase their power of expression when reading texts, and learn some techniques for exploiting spoken texts with students such as choral performance, dramatised reading and reading texts 'in role'.

During the final evening farewell party, the entire class gave a memorable interpretive reading performance featuring an unlucky kangaroo! -jk



Ian Nakamura

Class D An Introduction to Learning and Teaching by Video

The seven basic techniques for teaching video introduced were: 1) silent viewing; 2) no picture, sound only; 3) prediction/freeze frame; 4) descriptive recall; 5) understanding a character's thoughts; 6) understanding a character's feelings; 7) identifying and discussing cultural aspects. These techniques were applied to selected scenes from movies and language learning videos.

The highlight of the week was the participants' video presentations demonstrating their own ideas for using particular techniques with a video scene of their choice, and a final roundtable-like discussion of cultural issues raised in such movies as *The Picture Bride* and *Come See the Paradise*. -in



Laurie Sansone

Class E Spanish: An Experience in Language Learning

Although this morning class was taught entirely in Spanish, we were able to adapt immediately thanks to the well-prepared and well-organized lessons of our teacher. The puppets Juan and Carlos that presented each new skit were very cute. The Spanish vocabulary games, picture cards, bingo, sentence writing competitions and activities on global cultural themes (world flags, sports, and music) were all exciting. Writing out the vocabulary we had studied each day through brainstorming was an effective way to put everything in order. Above all, we learned to see our teaching through the eyes of our students as we took the role of struggling beginners. Muchas gracias, Laurie! -kh



Nat Williamson

Class F Exploring Culture

With participants and guests representing twelve different countries, LIOJ's Summer Workshop was certainly the perfect environment in which to observe, learn about and discuss culture.

In this morning class, three of these countries were represented - myself from Australia, seven Japanese participants and Art Wajasath from Thailand. From our different cultural perspectives we explored many aspects of culture including stereotypes, culture shock, time, space and cultural values. I'm sure all members would agree that it was a definite bonus having Art in our class as he was open about sharing with us some fascinating information about Thai culture. -nw

Afternoon Presentations

Language Institute of Japan - Odawara, Japan

August 1-6, 1997

Participants Express Satisfaction with Workshop Program

Participants expressed great satisfaction with the 1997 Workshop program, according to comments on evaluation forms collected on the final day. Morning classes, afternoon presentations, parties, International Night, and Asia Center facilities all received high praise. Here is a sample of comments by participants collected during the Workshop.

"I enjoyed this summer workshop very much. Next year I want to come again!"
-Fumiko Enomoto
Yamanashi Eiwa Jr. & Sr. High School

"The six days were very hard for me, but very precious."
-Tetsuya Nakamura
Mito Junior College High School

"We were given practical materials that we can use in our classrooms tomorrow. I was perfectly satisfied with the seminar, especially the morning class. It was a good chance to get ideas from people from other cultural backgrounds."
-Aiko Sasaki
Kamakura Jogakuin Jr. & Sr. High School

"The number of participants in each class was very good. We could discuss very well in the morning class."
-Rieko Kawai
Keisen Jogakuen Jr. & Sr. High School

"Every day, every class, every presentation I could get some information. I will bring many stories that I experienced here to my students."
-Miyuki Itoh
Kamidaki Junior High School

"The first day I was nervous; the second day I loved it; now I don't want it to end."
-Junko Mukainakano
Towada Junior High School

LIOJ would like to thank the following organizations for supporting the '97 Workshop:

Cambridge University Press
DynEd Japan
The Japan Times
Longman Japan
Mikasa Book Center
Oxford University Press
Prentice Hall Japan

Workshop Offers 50 Presentations

In addition to the six morning classes, the LIOJ Summer Workshop program featured afternoon sessions by twenty-eight presenters from ten different countries. Below is a complete list of 1997 presentation titles and presenters.

•*A History of English Education in Japan* -Chris Balderston •*University Entrance Examinations: Their Effect on English Language Teaching* -JD Brown* •*Improving Classroom Language Assessment* -JD Brown •*Systematic Development and Revision of Language Curriculum* -JD Brown •*Global Education: Ideas, Activities, Resources* -Kip Cates •*Multicultural Thework for the Language Classroom* -Kip Cates •*UNESCO, Linguapax and English Textbooks around the World* -Kip Cates •*Fact or Fiction?* -Steve Epstein •*Hah Hah Hah Hah: Learning English through Funny Stories* -Steve Epstein •*Tell Me a Story* -Steve Epstein •*Words, Words, and More Words: Activities for Building Vocabulary* -Steve Epstein •*Intro to Video* -Max Everingham •*Multimedia for Oral Communication* -William Gatton •*Taking the Danger out of Drama* -Colin Granger •*Taught on a Monday, Forgotten on a Tuesday* -Colin Granger •*Giving Grammar a Human Face* -Colin Granger •*Sweet Dreams or Nightmares: Motivating Jr. & Sr. High School Students* -Robert Habbick •*Cross Cultural Simulation Approaches* -Brenda Harris •*Teaching Ethnicity in the Classroom: We Are Not Alone* -Brenda Harris •*OCA, OCC, Oh My God!* -Brenda Harris •*Developing Your Students' Grammar and Vocabulary: Do It With Pizzazz!* -Lisa Hodgkinson •*CE, RO, AC, AE: Which Learning Style Are You?* -Jane Hoelker •*Teaching to Learning Styles with Right/Left Mode Techniques* -Jane Hoelker •*Can Journal Writing Improve Language Ability?* -Jane Hoelker •*EFL Materials for Cross-Cultural Communication in Japanese Jr. High Schools* -Shoko Iizuka •*An Intercultural Look at Classroom Management* -Jim Kahny •*JTE + TTE: Team Teaching in Thailand & Japan* -Jim Kahny •*Pizza Reading": An Example of High School Reading Methodology* -Jin-woo Kim •*American TV Quiz Shows Adapted for EFL* -Peter Lobell •*"Instant!" Activities for Busy Teachers* -Peter Lobell •*Finish the Love Story!* -Phetmany Luangsichampa •*The Art of Making Successful Oral Presentations* -Alan Maley •*Phonics Activities* -Yoko Matsuka •*Teaching English in the Public Elementary Schools* -Yoko Matsuka •*Oral Communication and Evaluation* -Yoko Matsuka •*Living Across Culture: A Burmese Poet in Japan* -Mya Mya Win & Muang Pan Hwmy •*The Best and Easiest Ways to Study with Video* -Ian Nakamura •*Changes in the Transitional Hong Kong Society* -Patrick Ng† •*An Experiential Learning Tool: Field Trip Feature Story Writing* -Patrick Ng •*Creative Use of Language Labs for Building Oral Fluency and Confidence* -Patrick Ng •*Language Learning as a Physical Exercise* -Sen Nishiyama •*Thought Sequence and English* -Sen Nishiyama •*An Introduction to CALL (Computer Assisted Language Learning)* -Daina Plitkins •*Suggestions for Task-Based Lessons* -Daina Plitkins •*Are We Speaking the Same Language?* -Daina Plitkins •*Come and Visit Kwan Phayao: A Project Work* -Prachak Rot-Arwut •*Japanese Terms of Address* -Mariko Saito •*Teaching High School Students with Reading Texts in Vietnam* -Truong Thi Thai Thanh •*Vietnamese Folk Songs* -Truong Thi Thai Thanh •*English Small Talk: The First Step to Internationalization* -Arwuth Wajasath

*Opening Plenary Address †Closing Plenary Address



Spanish Class members from left: Junko Mukainakano, Toshi Yamato, Michiko Ozukawa, Yukiko Arai, Laurie Sansone, Kip Cates, Masae Kato, Keiko Hagiwara.

International Scholars

Language Institute of Japan - Odawara, Japan

August 1-6, 1997

Shoko Iizuka

Morimura Gakuen Jr. & Sr. High School, Yokohama, Japan



People from different cultural backgrounds have different ways of communicating. If our students try to communicate across cultures the same way they communicate in Japanese, there may be misunderstanding. Students should keep this in mind and maintain a positive attitude toward intercultural communication.

To help teachers find ready-made materials for junior high students, Shoko Iizuka prepared her presentation on *EFL Materials for Cross-Cultural Communication in Japanese Junior High Schools*. -jk

Phetmany Luangsichampa

School of Law, Ministry of Justice, Vientiane, Laos



Phetmany Luangsichampa graduated from Dong-Duk University with a Diploma in English three years ago. Since then, she has been teaching English at the School of Law, Ministry of Justice in Vientiane, Laos. Phetmany enjoys teaching and says that she learns a lot from her students. At the Workshop, she gave an enjoyable presentation entitled *Finish the Love Story!* which involved a lot of audience participation. Phetmany is also a talented traditional Laotian lambong dancer which she demonstrated at International Night. -lb

Prachak Rot-arwut

Phayalaw Wittaykhom School, Phayao, Thailand (Thai TESOL)



In his presentation, *Come and Visit Kwan Phayao! A Project*, Thai TESOL scholar Prachak Rot-arwut explained various steps involved in organizing a class project. Prachak's students worked in groups to make English brochures of Kwan Phayao, a lake popular among provincial residents, but seldom visited by foreign tourists. Prachak cited the many benefits for students of doing project work, but the most important aspect was the sense of satisfaction students gained in seeing their brochures distributed. Let's visit beautiful Kwan Phayao! -jk

Jin-woo Kim

Korea High School, Kwangju, Korea (Korea TESOL)



"Pizza Reading" is a technique for teaching reading at the high school level. K O T E S O L scholar Jin-woo Kim presented the idea of dividing the whole (reading passages) into sections (for example, activities for skimming, brainstorming, intensive reading, and group discussion), as if slicing a pizza into easy-to-digest pieces.

In addition to his presentation on reading methodology, Jin-woo will perhaps be best remembered for the energetic manner in which he taught Korean dance to participants at the '97 Workshop. It was a truly unforgettable experience! -jk

Mya Mya Win & Muang Pan Hmway

Burmese Association in Japan



Mya Mya Win, the first Burmese refugee in Japan, and Maun Pan Hmway, a Burmese poet, attended the Workshop as representatives of the Burmese Association in Japan.

Mya Mya Win runs a Burmese inn and is working to push the present Burmese government to recognize the authority of democratically-elected leader Aung Sun Su Kyi.

Maun Pan Hmway has written poems dedicated to the victims of war in Burma as well as victims of the atomic bombs and the Kobe earthquake. -nw

Mariko Saito

Bunka Women's University, Tokyo, Japan



Mariko Saito has been teaching Japanese to foreign students for 16 years, including two years in Australia. For the past six years she has been teaching at the Bunka Women's University in Tokyo. There, 99% of her students are from Asian countries other than Japan.

Mariko enjoys the contact with people from other countries that her teaching provides. Her greatest teaching challenge is the level differences among her students. Mariko is interested in culture and its influence on language. She gave an informative and interesting presentation on Japanese terms of address. -nw

International Night!

Language Institute of Japan - Odawara, Japan

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Truong Thi Thai Thanh

Hue University of Education,
Hue, Vietnam



We were very happy that for her first overseas trip, Truong Thi Thai Thanh chose to come to Japan for the LIOJ Summer Workshop!

While in Odawara, Thanh taught us a lot about EFL education in Vietnam. For example, the main problems teachers have to deal with are a shortage of good classroom equipment and lots of shy students. She also told us that communicative English teaching is becoming very popular, and that many Vietnamese children begin studying English when they are only six! Thanks, Thanh ... and we hope to see you again soon!

Arwuth Wajasath

Chulalongkorn University
Bangkok, Thailand



Before studying for his MA in English, Arwuth Wajasath spent a year as a journalist for a 'who's who'

magazine and he also taught English at a high school for a year. He now teaches at Chulalongkorn University where he has been for the past fourteen years. He finds his students cooperative and obedient, but often quiet. Art's goal is to teach his students to become more assertive and participate more actively in discussions. This, he believes, is necessary for international communication in the next century. Art's academic interest (and the subject of his Workshop presentation) is 'small talk' and its role in English interactions.



Art sings a Thai song.



Jin-woo leads a Korean dance.

Twelve Countries Represented at Int'l Night

This year, representatives from twelve countries-- Australia, Burma, Canada, China, Japan, Korea, Laos, New Zealand, Thailand, the United Kingdom, the United States, and Vietnam-- plus the United Nations, contributed to the International Night festivities. There was a variety of booths, displaying food and drink samples, handicrafts, tourist information, quizzes, and videos.

The highlights of the evening were the performances of traditional songs and dances including Jin-woo's Korean dance, Phetmany and Steve's Lao lamvong, Mya Mya Win's Burmese song, Art's Thai song, Thanh's Vietnamese song, Brenda's American line dance, and Colin's English film presentation.

-dp



Phetmany and Steve do the lamvong.



Natalie works at the Australia booth.



Featured Speakers

Language Institute of Japan - Odawara, Japan

August 1-6, 1997

Alan Maley

National University of Singapore

The Art of Making Successful Presentations



In this presentation, Alan Maley provided an assortment of useful ideas on how to perform more effectively and with less stress in the language classroom.

Alan suggested ways to make one's voice more interesting as well as helpful tips for voice maintenance, such as shifting volume, maintaining pitch at mid-range while occasionally stretching it for effect, setting a steady pace and pausing frequently to give both the speaker and the audience time to think. Regarding the usefulness of gesture to mark stress, Alan emphasized the importance of using it knowingly. Also, eye contact and a speaker's physical appearance can affect the way a speaker relates to an audience. To help audiences better understand a speaker, Alan recommended using simple vocabulary, short sentences and pausing frequently. His tips for controlling presentation jitters included preparing well, having a clear purpose, using presentation skills and showing personality and a passion for the topic being presented.

-ls

Yoko Matsuka

Matsuka Phonics Institute

Teaching English in Public Elementary Schools



Japan is "behind the world" in terms of introducing English in public elementary schools according to Yoko Matsuka. Whereas Korea introduced English starting in the third grade this year, Japan is conducting a pilot program in only fifty of its 25,000 public elementary schools.

Ninety-nine percent of the 8.4 million elementary school age children in Japan attend public elementary schools in Japan. Up to forty percent of children study English privately before entering junior high school.

Results of a Matsuka Phonics Institute survey showed that public elementary school teachers in Japan were by far less enthusiastic about the introduction of English in elementary school than any other segment of society.

Elementary school teachers are worried, says Yoko. "Mombusho must do something to take the fear out of this plan [to introduce English into elementary schools]. Teachers feel threatened and don't know what to do."

-jk

Kip Cates

Tottori University

Global Education: Ideas, Activities, Resources



"Use English in the classroom to expand students' knowledge and understanding of the world." That was the message from Kip Cates in this presentation.

The audience was shown how to take a topic such as months and dates--language taught at the junior high level--and give it a global flavor. He suggested that rather than drilling students with months and dates, teachers could use a global calendar featuring significant events from all over the globe. This way, students practice pronouncing ordinal numbers and the names of months, while learning something about the rest of the world.

Kip also presented activities for applying the idea of global education to various topics. These included "The Seven Wonders of the Modern World", "How the States Got Their Names" and "Names Around the World". He gave the audience practical ideas on how to take information about these topics and use it in question and answer pairwork and listening comprehension activities.

-nw

JD Brown

University of Hawaii at Manoa

Improving Classroom Language Assessment &

Systematic Development and Revision of Language Curriculum



In these presentations, JD Brown provided an overview of the processes involved both in assessing language proficiency and in putting together a language curriculum. We discussed the various types of tests that are commonly used for assessment (such as the common true-false or multiple choice, as well as interviews and portfolios), and the different "systems" involved in curriculum development (e.g., goals and objectives, materials selection, and teaching).

JD's presentations were filled with interesting personal anecdotes, and participants left with a deeper understanding of the work that should go into these two very important aspects of language teaching.

-mj

Featured Speakers

Language Institute of Japan - Odawara, Japan

August 1-6, 1997

Brenda Harris

Kyoto Sangyo University
Teaching Ethnicity
in the Classroom



Brenda Harris believes that ethnic pluralism is a growing societal reality in Japan, and that Japanese students would be more at ease when meeting people from other countries if they were taught about the values, institutions, customs and habits of other ethnic groups.

In her presentation, Brenda suggested a variety of ways to approach teaching ethnicity in the classroom. These included making traditional handcrafts and using posters, films and music from different countries in class. She also provided participants with a twenty-two page handbook filled with useful, interesting, cross-cultural activities for the EFL classroom.

This was a practical presentation in which participants learned about different cultures, explored their own creativity, and had a lot of fun.

-lb

Colin Granger

Author, Teacher Trainer,
Theatre Director
Taking the Danger
out of Drama



There are a number of powerful arguments for using drama activities in the ELT classroom says Colin Granger. They can boost students' confidence and motivation and improve students' awareness of stress and intonation and the effect they have on meaning. In addition, improvisation is an important way to prepare students to use English outside the classroom.

Colin believes, however, that the majority of EFL teachers avoid using drama techniques in class as they can leave both teachers and students feeling embarrassed and vulnerable. He suggested, therefore, that teachers make drama activities danger-free by taking the 'theatre' out of drama. Students could produce mini-dramas in which they follow a set script and perhaps just improvise one part of the script.

This was a very informative, entertaining and highly practical presentation.

-lb

Sen Nishiyama

Japan Society of Translators
Thought Sequence
and English



The way in which thought sequence influences our speech in Japanese is sometimes the opposite of English, according to Sen Nishiyama, President of the Japan Society of Translators.

As an example, Sen pointed out that in English we say, "Mr. Goto can't come because he had to go to the hospital," whereas in Japanese the thought sequence becomes, "Goto-san had to go to the hospital and so he can't come." In Japanese our thought process is to get the listener ready with background and reasons first, and conclusion comes last.

In his presentation, Sen stressed that it should be acceptable for Japanese people to speak from a Japanese frame of mind. He noted there has been a recent movement of "World Englishes" to encourage more tolerance for Englishes that follow different thought sequences, as long as the English is grammatically correct, accented so that it can be understood, and unambiguous.

-jk

Steve Epstein

Ministry of Justice, Laos
Words, Words, and
More Words: Activities
for Building Vocab



The Fish Activity. That's how we started. After coming up with adjectives to describe ten fish, participants worked in pairs and shared their words with a partner with the task of coming up with yet a third adjective to describe the fish. Thirty words to describe fish! When the pairs combined with other pairs, we literally had words, words, and more words.

Featured presenter Steve Epstein is no stranger to words. Steve is a best-selling author in Laos (*Xieng Mieng: The Cleverest Man in the Kingdom* and *Tall Tales of Turtles and Toads*).

Steve also demonstrated how students can generate vocabulary using a build-a-story technique. Participants enjoyed playing an exciting game of "Password" and describing a picture of a Lao village. Steve showed that activities for learning vocabulary can be fun and interesting.

-jk

LIOJ Programs

Language Institute of Japan - Odawara, Japan

1997-98

LIOJ Faculty & Staff Stay Busy in 1997

Nineteen ninety-seven has been a year full of activity at LIOJ. The following are some of the events that faculty and staff have been involved in since April.

- 29th Annual International Summer Workshop for Teachers of English
- International team teaching exchange (with SWU) for Japanese and Thai teachers of English
- Intensive residential English courses for senior high school students
- Team teaching English classes at Matsuda town junior high schools
- Ongoing community English courses for children, junior and senior high students, and adults
- Intensive two-week residential courses for business people
- Co-sponsor (with JALT) of the Asian Educator Scholar from the Philippines

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For more information about our programs, check out the LIOJ homepage at:
<http://www.geocities.com/Athens/Delphi/4091>

International Team Teaching Exchange Marks Fifth Year

Two days after the Workshop concluded, Ian Nakamura set out to explore team teaching in a Thai school. He is participating in the 1997 Thailand/Japan Team Teaching Exchange sponsored by LIOJ and Srinakharinwirot University (SWU), Bangkok.

Ian was hosted in Thailand for two weeks by Chanida Pramothjani, a teacher at Soongsumarnphadung with Secondary School in Supanburi. Ian and Chanida conducted English team teaching classes. Ian also taught Japanese

culture classes.

In October, Ian will host Chanida for two weeks and the two will team teach at Ian's schools in Hiroshima.

Workshop '97 participants Katsuyuki Seto ('93), Fumiko Enomoto ('95), and Junko Mukainakano ('95) are all former participants in this international team teaching exchange.

Japanese teachers interested in introducing team teaching to Thai schools are invited to contact LIOJ for further details.

LIOJ Welcomes High School Students

Rivaling Kyoto, Nara and Kamakura, LIOJ is increasingly becoming a school trip destination for senior high students.

The LIOJ program is a three-day activity-based residential English course. Students are given opportunities to speak English in

a variety of fun activities.

This year, we will welcome students from Arima High School, Ebina; Fukagawa High School, Tokyo; Goryogadai High School, Hiratsuka; Kodaira High School, Tokyo; and Tokyo Jogakkan Girls' High School.

A Message from the LIOJ Office...

ワークショップの機にニュースレターを作成致しました。日本語でも、英語でも結構ですので、御意見、御質問等ございましたら、お寄せ下さい。

英語教師のためのサマーワークショップは、今年度も好評理に終了し、ジャパンタイムズ社の週間STに記事が掲載されました。今年度は、初めてワークショップ終了後の8月7日午前中、参加者である中学・高校の先生方6人に日本語で、ワークショップに参加したきっかけやコメント等伺いする機会を持ちました。初めて参加した方、何度も参加している方、皆さん満足していらっしゃいました。貴重なコメントは、来年以降のワークショップに生かして生きたいと思っております。来年は、お陰を持ちまして、第30回の英語教師のためのサマーワークショップを迎えます。LIOJでは、より充実したワークショップを提供できるよう準備を進めております。1998年8月9日～14日まで開催されますので、より多くの方にご参加いただくようお願いしております。

また、LIOJでは、ワークショップ以外にも高校生向けの英語合宿をはじめ、多くのプログラムを提供しております。リクエストに応じて、独自のプログラムや、ティーチャー・トレーニング等を行うことも可能です。詳細につきましては、お問い合わせ下さい。(大野)