



# LIOJ Workshop '98

Language Institute of Japan - Odawara, Japan

August 9-14, 1998

## Closing Plenary '98

### The "English" Language

In his closing plenary, Colin Granger discussed the English language and the feelings and opinions which surround it. He described feelings of pride and ownership over the language that exist within English society.

Colin explained that many different regional accents exist in England. "BBC English" and "the Queen's English" are still considered the elite accents within society. For some people, it is necessary to adopt such accents in order to become employable.

In England, English language learning materials reflect such attitudes, by including only "proper" English. Students living in England and studying with such materials may be confused when they encounter "real" English.



Colin Granger

On a lighter note, Colin and Lisa Brickell provided us with humorous skits which poked fun at how English people typically use English. The skits highlighted the problems that even native English speakers can have when communicating in their own language. -nw

### In this issue

<b>The Workshop Program</b> .....	2-3
<i>class summaries, presentation titles, acknowledgements</i>	
<b>The "International" Workshop</b> .....	4-5
<i>highlights from "International Night", profiles of international scholars</i>	
<b>Featured Speaker Features</b> .....	6-7
<i>write-ups of featured speakers' presentations</i>	
<b>LIOJ Programs</b> .....	8
<i>1998 activities of the Language Institute of Japan</i>	

## Opening Plenary '98

### "Why Learn English?" - Sen Nishiyama

The 30th Annual LIOJ International Summer Workshop for Teachers of English opened with the plenary address given by Sen Nishiyama. Mr. Nishiyama, President of the Japan Society of Translators, offered thoughts on the increasing necessity for Japanese to learn English, and outlined some of the challenges facing Japanese teachers of English stating that, "It takes teachers with expertise to motivate students."



Sen Nishiyama

Mr. Nishiyama enumerated the reasons he believes the ability to communicate in English will be imperative for future generations of Japanese. In order for Japanese to survive in the global market, he said, they must view English as a global means of communication. He mentioned the impending economic threat to Japan posed by China if the Japanese are linguistically underequipped to compete in the international market, and went on to discuss several advantages to learning English.

In closing, Mr. Nishiyama outlined his suggestions for reforming the English education system in Japan. This included a plan for allocating government funds to send Japanese teachers of English to English-speaking countries to teach for a year before being contracted for 5-10 years in Japanese schools. He said this was "an ideal worth striving for." -js

## LIOJ Hosts 30th Anniversary Symposium

Nineteen ninety-eight marks the 30th anniversary of the Language Institute of Japan and the 30th Annual International Summer Workshop for Teachers of English. In commemoration of this milestone, LIOJ hosted a Symposium on "English Education in Asia" on August 8th.

The Symposium featured a keynote address by Prof. Kaoru Kobayashi of the Sanno Institute of Management in Tokyo. In his address entitled *The Need for More Communicative English*, Professor Kobayashi offered an analysis of, and suggestions for, practical English instruction for the business community in Japan.

The Symposium also included a panel discussion on "English Education in Asia" featuring educators from five countries. Panel members were: Naraporn Chan-ocha from Chulalongkorn University Language Institute in Bangkok, Thailand; Becky Siu Chu Kwan from City University of Hong Kong in Hong Kong, SAR, China; Alongkot Sosing-in from the Ministry of Education in Vientiane, Laos; Tran Van Phuoc from Hue National University in Hue, Vietnam; and Yeom Ji-sook from Seoul Kwang Hee Elementary School in Seoul, Korea. The panel moderator was Kip Cates from Tottori University. -jk



## Morning Classes

Language Institute of Japan - Odawara, Japan

August 9-14, 1998

### Class A Developing Your General English Skills I



**Daina Plitkins-Denning**

In this class, we worked at improving participants' English skills through a variety of communication-oriented activities. Each day, we worked on building small-talk skills, learning new vocabulary, expressing opinions, as well as developing overall fluency.

We explored topics related to travel, modern Japanese culture, cooking, and world foods. Activities ranged from drama and role play to surveys, group decision making, and team competition, and even to hands-on cooking. The resulting Belgian waffles were delicious.

By the end of the week all class members had gained confidence in speaking English and had made progress in improving their English skills. -dpd

### Class B Developing Your General English Skills II



**Natalie Williamson**

Teachers participated in various communicative activities designed to improve their English, and collected ideas that they can use in their own teaching situations.

Following our morning exercises, we began each day practising how to make small talk in different situations. Each day a new topic was presented. Travel and culture were explored through role plays, video, and planning an outback adventure tour. We learned about food around the world and made some tasty guacamole. In addition, we did activities to help develop vocabulary. Participants also had the opportunity to discuss how these activities could be adapted for use in their own classrooms.

We finished off the week on an Aussie note by singing *Waltzing Matilda*. -nw

### Class C Internationalizing Your English Class



**Kip Cates**

The English classroom can be much more than just a place to practice language skills. It can also be an exciting "window to the world" where students learn about far-away peoples, foreign countries, world cultures, and global issues.

In this morning class, participants were introduced to teaching ideas and techniques from the fields of global education and education for international understanding. We explored a variety of classroom methods and materials using games, music, role play, and video, and designed activities on international topics which can help students acquire a sense of world citizenship and a healthy curiosity about our multicultural world as they improve their language skills. -kc

### Class D Making Your Classroom Come Alive!



**Margaret Hearnden**

Over the week, participants gathered many useful communicative activities. There were five main themes: 1) grammar/functions, 2) reading/vocabulary, 3) listening/pronunciation, 4) writing, and 5) culture. Every day we discussed each theme in depth. Mags presented many great ideas which we can use with our textbooks.

On the final day, we discussed team teaching and cultural issues. One of our class members was Becky from Hong Kong, so we shared various information on subjects such as greetings, values, taboos, and English education.

In this class, we got wonderful hints to make our classroom come alive as well as a renewed sense of enthusiasm for teaching English as a living language! -aa

### Class E Every Picture Tells a Story: Using Art to Stimulate Language Learning



**Alan Maley**

In this morning class, the sessions featured a series of art pictures and photographs to develop language activities ranging from interactive discussion to writing.

Participants developed a vocabulary for talking about art and pictures, for speculating about them, and for creative expression. Each day in class, we focussed on one question word: *What? Who? Where? When? and How?*

During the farewell party, participants displayed a published booklet of their written work. We also performed original skits based on interpretations of art pictures and photographs. -am/jk

### Class F Building a Foundation for Communication



**Jaimie Scanlon**

What do you think of when you think of the word "communication"? The focus of this class was on techniques for creating a classroom environment which fosters real communication and, as a result, increases enjoyment and motivation.

Teachers participated in activities designed to turn vocabulary building lessons, pronunciation practice, error correction, and culture lessons into opportunities for students to interact, share ideas, and communicate.

In our final class, groups of participants developed and led short, communication-based lessons incorporating ideas presented throughout the week. -js



## Afternoon Presentations

Language Institute of Japan - Odawara, Japan

August 9-14, 1998



**HAPPY BIRTHDAY TO LIOJ**  
LIOJ turned 30 in 1998. This cake was presented to LIOJ teachers and staff by 1998 Workshop participants.

### Thank you...

LIOJ would like to thank the following organizations for supporting the 1998 Workshop:

The Japan Times

The Mitsubishi Bank  
Foundation

The MRA Foundation

In addition, LIOJ would like to thank the following ELT publishers and materials distributors for participating in the 1998 Workshop Book Fair:

Addison Wesley Longman

DynEd Japan

The English Resource

MacMillan Language House

Meynard Publishing, Ltd.

Mikasa Book Center

Oxford University Press

Prentice Hall Japan

Tuttle ELT Shuppan

### Workshop Offers 47 Presentations

In addition to the six morning classes, the LIOJ Summer Workshop program featured afternoon sessions by thirty-three presenters from ten different countries. Below is a complete list of 1998 presentation titles and presenters.

•Cocktail Party Talk-William Acton •Communicative English Pronunciation Teaching: Update and Tune Up-William Acton •Hard Rock English: Lyrics and Lessons-William Acton •Large Class Conversation Practice: Management and Method-William Acton •Drama Games and Activities for Large Groups-Lisa Brickell •Grammacation: Communicative Grammar Practice Activities -Lisa Brickell •Music and Dance from Around the World-Lisa Brickell & Jaimie Scanlon •Teaching English with Great Movie Scenes-Lisa Brickell & Jim Kahny •Developing English Reading Fluency in the High School Classroom-Charles Browne •English Vocabulary for High School Students: What Do We Know? What Should We Do?-Charles Browne •Reassessing Team Teaching: Directions for the 21st Century-Charles Browne •Global Awareness and English Teaching-Kip Cates •Pictures as an Ideal Teacher Resource -Naraporn Chan-ocha •The Recent Reform of English Education in Thailand: Effects on Teachers -Naraporn Chan-ocha •Using Multimedia and the Internet to Teach Debate-William Gatton •Collecting Words -Colin Granger •It's Not Just the Way We Say It- Colin Granger •The Metaplan -Colin Granger •When Energy Levels Are Low -Colin Granger •Basic Presentation Skills for Beginners-Charles LeBeau •Plans for the Holidays: Language Activities for Junior and Senior High School Students-Jim Kahny •Teaching Critical Thinking, Reading, and Writing-Mike Kleindl •The Four Ws of English Education in Post-1997 Hong Kong: What, Why, Who, and How-Becky Siu Chu Kwan •Reported Speech: A Workshop on Rules of Discovery and Materials Production-Becky Siu Chu Kwan •English Education in Laos-Sengdeuane Lachanthaboun •Making the Most of Yourself: Presentation Skills for Teachers -Alan Maley •Highly Successful Classes for Junior High School -John Moore •Learner-Centered Activities to Motivate Your Class!-John Moore •Why Learn English? Incentives and Impediments\*-Sen Nishiyama •Making English More Real and Natural for Students-Toshiaki Oshimura •Motivating Students to Be Active Learners-David Paul •Motivating Students to Read and Write with a Sense of Adventure -David Paul •Language on Loan: Reading in Class and Beyond-Paul Riley •An English Program for Government Staff in Laos -Somdy Sanoubane •Retooling a College English Course for the 21st Century-Masahide Shibusawa, Morris Kimura, Tomomi Busshi & Aiko Kumagai •Cross-cultural Experiences of Westerners in Japan -Tazuko Shibusawa •Teaching English to Large Classes of Mixed-Ability Students with Minimal Resources -Alongkot Soseng-in •Activities for Raising Cultural Awareness-Susan Stempleski •Learning to Listen-Susan Stempleski •Making the Most of Video -Susan Stempleski •Strategies to Increase Language Learning Potential in Your Students -Keiko Sugiyama •English Education in Vietnam-Tran Van Phuoc •How English Grammar Is Taught At Secondary Schools in Vietnam-Tran Van Phuoc •English Camp: Self-evaluation of Learning Experiences-Chanpen Yawai •English Education in Korea -Yeom Ji-sook •Vitalizing the After School Program -Yeom Ji-sook •Ideas for Teaching Large Classes -Craig Zettle •

\*Opening Plenary Address †Closing Plenary Address



Former LIOJ teacher Magic Mike Kleindl, instructor at International Christian University in Tokyo, gave an amazing and memorable magic performance at the 30th Annual LIOJ International Summer Workshop.



# International Scholars

Language Institute of Japan - Odawara, Japan

August 9-14, 1998

## Naraporn Chan-ocha

Chulalongkorn University  
Bangkok, Thailand



Naraporn Chan-ocha has been teaching at Chulalongkorn University Language Institute since 1979. She is head

of the Academic Training Centre for government officials at CULI. She is also advisor to the Curriculum Division at the Ministry of Education, and is currently president of Thai TESOL.

At the Workshop, she gave two presentations entitled *The Recent Reform of English Education in Thailand: Effects on Teachers and Pictures As An Ideal Teacher Resource*. At International Night, Naraporn demonstrated that she can run extremely fast!

## Tran Van Phuoc

Hue National University  
Hue, Vietnam



Tran Van Phuoc has made a life's work of studying and teaching English. He has completed two Master's degrees in TESL/TEFL, one in Vietnam and one in Australia. He is currently a Ph.D candidate at Hue University where he teaches in the Faculty of Pedagogy.

During the Workshop, Phuoc gave two presentations on aspects of English education in Vietnam, including methods used to teach grammar in Vietnamese secondary schools.

Phuoc's future goals include organizing teacher-training workshops in Vietnam. -js

## Alongkot Soseng-in

Ministry of Education  
Vientiane, Laos



Alongkot Soseng-in works in the teacher-training department attached to the Ministry of Education. She is involved in retraining teachers of subjects other than English to teach English. This has become necessary because of the lack of qualified English teachers in Laos.

Alongkot teaches both general English, as well as techniques for teaching.

During the Workshop, Alongkot gave a presentation entitled *Teaching English to Large Classes of Mixed-Ability Students with Minimal Resources*.

## Yeom Ji-sook

Seoul Kwang Hee Elementary School  
Seoul, Korea (Korea TESOL)



Yeom Ji-sook teaches English in an after school program at Kwang Hee Elementary School in Seoul, and is vice president

of TipTop Kids English School. She is originally from the south coast of Korea. Ji-sook received both her BA in English literature and language and MA in English education from Kyungnam University, Masan.

Ji-sook is author of several books related to children's English education and has visited Japan several times for teaching and research-related matters.

At the Workshop, she gave two presentations: *Vitalizing the After School Program* and *English Education in Korea*. -dpd

## Sengdeuane Lachanthaboun

Ministry of Education  
Vientiane, Laos



Sengdeuane Lachanthaboun has been working for the Lao Ministry of Education since 1990. She is responsible for pre-service and in-service

training of English teachers.

The government has responded to the shortage of English teachers by retraining many teachers; yet for every eight classrooms in Laos, there is currently only one English teacher. Formerly a math teacher, Sengdeuane was herself retrained, completing an MA in Education Administration by distance learning.

Sengdeuane finds satisfaction in helping her students respond to the trend toward globalization. "We have to try and learn more from people from Asia or English-speaking countries." -mh

## Chanpen Yawai

Somdetpittayakom School  
Thailand (Thai TESOL)



Chanpen Yawai, the Thai TESOL International Scholar, has been teaching English for sixteen years and currently teaches at a secondary school in Thailand. She received both her Diploma and MA in TEFL from Srinakharinwirot University, Prasarnmit.

During her presentation entitled *English Camp: Self-Evaluation of Learning Experiences*, Chanpen spoke about a summer English program that she has been involved in.

This was Chanpen's first trip to Japan, and she shared with us some of Thai culture through an energetic game and her singing of *Loy Krathong* on International Night. -dpd



# International Night!

Language Institute of Japan - Odawara, Japan

August 9-14, 1998

## Becky Siu Chu Kwan

City University  
Hong Kong, SAR, China



Although this was Becky Kwan's first visit to the LIOJ Workshop, it was her fifth visit to Japan. The message she wanted to bring was that, contrary to what most people imagine, English teaching in Hong Kong faces the same challenges as in other countries: large classes and pressures of exams.

At LIOJ, she conducted a presentation on English education in post-1997 Hong Kong, and one on developing materials for teaching reported speech.

Becky has been teaching at university for six years and is currently working on her Ph.D.

-mh

## Somdy Sanoubane

Ministry of Education  
Vientiane, Laos



Somdy Sanoubane graduated with a Diploma in English eight years ago. She then worked as an English instructor at the National

Polytechnic Institute for two years before going to Australia where she studied to become a teacher trainer.

She is now director of English Studies and a teacher trainer at the English Language Resource Centre at the Lao Ministry of Education. She loves teaching and says her students make her feel younger.

Somdy gave a presentation entitled *An English Program for Government Staff in Laos*. She is also a talented traditional lam-vong dancer which she demonstrated on Int'l Night.

-lb



Yeom Ji-sook performs a Korean dance.



Pygmalion: Colin Granger as Prof. Henry Higgins & Margaret Hearnden as Eliza Dolittle.

## Fifteen Countries Represented at Int'l Night

This year, representatives from fifteen countries -- Australia, Burma, Canada, China, Finland, Iran, Ireland, 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, music, and videos.

Special *International Night* guests included Ei Ei, Maung Pan Hmawy, Mya Mya Win and Tun Aye from Burma; Dara Denning from Ireland; Terttu Harker from Finland; and Reza Hedari, Bahman Isaei, and Saied Momeni from Iran.



Dressed for Int'l Night: from left, Naomi Okubo, Shuko Kataoka, Miho Nakanishi, Naoko Horiuchi.



Tran Van Phuoc at the Vietnamese Table.





## Featured Speakers

Language Institute of Japan - Odawara, Japan

August 9-14, 1998

### William Acton

Nagoya University of Commerce and Business Administration

#### Hard Rock English: Lyrics and Lessons



In this presentation, William Acton briefly explained the reasons he includes rock music in his classes. They are: a) student demand, b) the adaptability of music to group work, c) the utility of lyrics for demonstrating differences between spoken and written English, and d) fun.

Next, Bill woke us up by singing a mellow "50s rock" version of *You Are My Sunshine* which we turned, in stages, into a rousing hard rock song. After that, he introduced us to activities based on English pop songs, and a rock song by Aerosmith.

Bill demonstrated techniques for doing group work using music, including guessing, grammar focus exercises, and selective listening. In addition, he touched on issues such as how to select music, how to gap lyrics, and, when introducing song lyrics as text, how to give an explanation.

During the Workshop, Bill also gave presentations entitled *Cocktail Party Talk*, *Communicative English Pronunciation Teaching: Update and Tune Up*, and *Large Class Conversation Practice: Management and Method*. -dpd

### Charles Browne

Aoyama Gakuin University

#### English Vocabulary for High School Students: What Do We Know? What Should We Do?



Backed by research into vocabulary acquisition of second language learners, Charles Browne illustrated how it is crucial to focus on high frequency words in the early stages of learning.

Acknowledging the demands of the Japanese exam system and the challenges posed by having to teach with the Mombusho texts, Charles presented sample activities and gave constructive suggestions for increasing the lexical threshold of our learners using interesting and imaginative ideas to liven up the classroom and increase students' ability to retain new words. This was a valuable and interesting presentation for anyone teaching in Japan.

Charles also gave presentations entitled *Developing English Reading Fluency in the Classroom* and *Reassessing Team Teaching: Directions for the 21st Century*. -mh

### Lisa Brickell

Language Institute of Japan

#### Drama Games and Activities for Large Groups



Lisa Brickell has been the resident drama expert at LIOJ for the past year and a half. She has used drama techniques in her classes at LIOJ with students of all ages.

In this presentation, Lisa demonstrated a variety of exciting drama activities designed to inject vitality into classes and motivate students. These activities could be used to review vocabulary, practice grammar, build fluency, and increase learner confidence and motivation. The activities were suitable for large groups of high school students, though they were adaptable to suit a range of classroom situations.

This fall, Lisa will be moving to France to take part in a drama course. We will miss her at LIOJ and we wish her the best of luck in the future. -jk

### Masahide Shibusawa

Morris Kimura

Tomomi Busshi

Aiko Kumagai

Tokyo Jogakkan

Women's Junior College



#### Retooling a College English Course for the 21st Century

In April, Tokyo Jogakkan Women's College introduced major changes to its English program. The changes, as explained by Mr. Shibusawa, the school's CEO, involve the outsourcing of much of the English program to the School for International Training (SIT), Brattleboro, Vermont.

Morris Kimura, one of the new English instructors from SIT at Tokyo Jogakkan, described the new curriculum for first-year students. Tomomi Busshi and Aiko Kumagai, both first-year students at the college, in turn expressed their satisfaction with the course.

According to Mr. Shibusawa, plans are underway to expand the program with SIT in 1999. -jk



## Featured Speakers

Language Institute of Japan - Odawara, Japan

August 9-14, 1998

### David Paul

David English House  
Motivating Students  
To Be Active  
Learners



To encourage students to become active learners, the teacher needs to generate genuine curiosity in students. David Paul encourages teachers to respect the natural learning process of students. He suggests that teachers present something to notice in order to evoke a sense of curiosity. From there, students are motivated to ask the teacher questions, and in asking questions, students feel empowered.

David gave an example of how a teacher can do this by putting information on the board about himself/herself (e.g., hobby, shoe size, sister's job). Students focus on this information, grow curious, and begin to ask the teacher questions in order to understand the mysterious information. Teachers can use the information to elicit questions relating to various grammar target areas (e.g., verbs, adjectives, adverbs). By evoking curiosity, the teacher creates real feelings for a communicative activity. -w

### Toshiaki Oshimura

Kannan Senior High School  
Making English  
More Real and  
Natural For Students



The LIOJ Workshop was pleased this year to welcome as a presenter Toshiaki Oshimura from Kannan Senior High School in Osaka.

His presentation, entitled *Making English More Real and Natural for Students*, featured ideas for motivating students through techniques using movies and video clips. For the past seven years, Toshiaki has been experimenting with lessons using video as a means to introduce natural English to students.

According to Toshiaki, using video clips in his classes makes English more real and natural for students and stimulates their desire to communicate.

During International Night, Toshiaki also gave an exciting demonstration of ballroom dance, his current hobby. -js

### Tazuko Shibusawa

Columbia University  
Cross-Cultural  
Experiences of  
Westerners in Japan



Due to cultural differences, Westerners often face difficulties adjusting to life in Japan. This can be especially true for Assistant Language Teachers (ALTs) living and working in Japan says Tazuko Shibusawa, assistant professor at the Columbia University School of Social Work and co-author of *The Japan Experience: Coping and Beyond* (1989, The Japan Times).

Problems arise when young, often untrained ALTs are assigned to teach with Japanese teachers of English (JTEs), themselves often untrained in team teaching methods. Other problems may arise from the ambiguity of the ALT's job responsibilities, the more independent nature of the Westerner, and conflicting levels of interest in team teaching between the two teachers.

Tazuko explained the stages of cross-cultural adjustment. As a solution to common problems, she suggested that there is a need for further training for both teachers in ways in which they can support and work constructively together. -jk

### Susan Stempleski

Columbia University

Making the Most  
of Video



In her presentation, Susan Stempleski emphasized that the more teachers think carefully about and prepare for their video-based lessons, the more interesting and relevant they become for students.

Susan focused on the what, why, and how of using pre-recorded video. Using video excerpts from television commercials, documentaries, and feature films, she involved the participants in a step-by-step demonstration of a variety of video-based teaching activities, including silent viewing, the stop/start technique, making predictions, and the 5 Ws + H technique.

Susan advised teachers to use well-chosen, short segments of video (never more than four minutes long) and integrate the video into the course as a whole. She said that teachers need to decide what function the video will perform and provide active viewing tasks (not the two-question technique: "Did you understand it?" and "Did you like it?") Finally, she said teachers should always allow time for repeated viewing. -lb



## LIOJ Programs

Language Institute of Japan - Odawara, Japan

1998-99

### LIOJ Faculty & Staff Stay Busy in 1998

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

- 30th Annual International Summer Workshop for Teachers of English
- 30th Anniversary Symposium on English Education in Asia
- 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 Malaysia

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

Tel: (0465) 23-1677  
Fax: (0465) 23-1688  
E-mail: lioj@pat-net.or.jp

For more information about LIOJ programs, including the '98 Summer Workshop, check out the LIOJ homepage at:  
<http://www.geocities.com/Athens/Delphi/4091>

## Publication Commemorates LIOJ's 30th Anniversary

LIOJ made a return to publishing in 1998 with the publication of *Perspectives on Secondary School EFL Education*.

*POSSEE* is a collection of articles concerned with 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.

The authors of *POSSEE* are educators who represent a variety of perspectives from fourteen countries. Contributors include Sen Nishiyama, Kip Cates, Yoko Matsuka, J.D. Brown, P. Lance Knowles, Kaoru Kobayashi, Kenji Kitao & Kathleen Kitao, David Nunan, Colin Granger, John Fanselow, Alan Maley, Tran Van Phuoc, Chalesri Pibulchol, and Don Maybin.

*POSSEE* can be ordered through LIOJ or through Tuttle ELT Shuppan. The cost is ¥2,000. International orders add ¥1,000 per copy for shipping.

## 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 city, Kanagawa; Fukagawa High School, Koto ward, Tokyo; Goryogadai High School, Hiratsuka city, Kanagawa; Hachioji Koryo High School, Hachioji city, Tokyo; Kodaira High School, Kodaira city, Tokyo; and Tokyo Jogakkan Girls' High School, Shibuya ward, Tokyo.

## A Message from the LIOJ Office...

第30回サマーワークショップを終え、昨年に引き続きニュースレターを作成しました。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。

今年度の英語教育者のためのサマーワークショップは、第30回という節目の年にあたり、記念シンポジウムを前日に開催致しました。シンポジウムの後には懇親会も行い、LIOJに縁の懐かしい顔触れが一同に会しました。また、ワークショップ自体も大変活気あふれるものとなりました。30周年の記念イベントの他、Closing Addressも例年とは形式を変え、趣向を凝らした内容は、今回のセミナーを象徴的に表していた様に思います。期間中は、NHKニュースにて取り上げられ、ジャパントイムズ社の週刊STにも記事が掲載されました。来年度は、第31回目のワークショップを1999年8月8日～13日まで開催致します。より多くの方にご参加頂けます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事も可能です。詳細につきましては、お問い合わせ下さい。(増田)



## ●英語教師のための夏休み英語合宿

## 生きた英語、プラス活発な情報交換

外国語教育の研究機関である LIOJ (Language Institute of Japan) は毎年夏、ジャパタイムズ後援で英語教育者のためのワークショップを開催している。今年も8月9日から神奈川県小田原市で開催され、全国から70名を超す先生方が集まった。

LIOJ Summer Workshop は、神奈川県小田原市のアジアセンターで8月9日から14日にわたって開かれた。小田原駅から車で5分ほど山の手上がった緑に囲まれたセンターからは小田原市が一望できる。都会の喧噪から離れた静かなところだ。

今年、このワークショップは30回目という節目を迎えた。その記念に、産能大学の小林薫教授を招いてシンポジウムを開き、「アジアと日本の英語教育について」の話し合いの場が、ワークショップに先だって持たれた。

ワークショップには全国から中・高・短・大の英語教師72名が集まった。また、アジアの国々からも8名の英語教師がプレゼンターとして招かれた。参加者の平均年齢は42.9歳と少し高いような気がするが、これは「何年にもわたって参加するリピーターが多いため」だそうだ。ちなみに今回の参加者の中でリピーターは35名。

費用は約12万円。参加者は、宿泊施設も兼ねるアジアセンターで約1週間寝食をともにするのだが、期間中、英語以外の言語の使用は禁止されている。

朝9時から12時まで Morning class、午後は1時半から3時までと4時半から6時まで2回のプレゼンテーションというのが基本的なスケジュールで、

夕食以降は日によってプレゼンテーションやその他のアクティビティーが行なわれる。

Morning class は、全部で6クラス用意されている。内容は“Making Your Classroom Come Alive!” といった、すぐに授業で生かせるような実践的なものばかり。

午後のプレゼンテーションも、プレゼンターの経験や実際の授業内容を発表するというもので、参加者は何かしら新しい授業のヒントが得られそうだ。

拝見したプレゼンテーションでそのユニークさにびっくりしたのが、ウィリアム・アクトン先生(名古屋商科大学)の“Hard Rock English: Lyrics and Lessons”だ。ESLクラスに現代音楽を効果的に取り入れるというもので、若者が好みそうなハードロックの歌詞を授業に生かすテクニックが発表された。

先生もプレゼンターも参加者も、食事はカフェテリアで一緒にとる。だから食事時は、英語教育についての討論タイムとなり、各自の経験や学校が抱える問題などについて(もちろん)英語で話し合う。

ランチタイムを利用して参加者に感想を聞いた。松尾宏子さん(26)は、

“Traveling in foreign countries, we can get an opportunity to speak in English but here we can learn how to teach English more communicatively or get to know skills to make students active or make class more interesting.”

と、熱っぽく語った。

ほかの参加者たちも一様に、このワークショップが自分たちの授業の刺激になると言い、来年も参加したいと、すでに次回を楽しみにしている様子だった。

この日は夕食後、International Night という、地元の子供や外国人を招いて各国のお披露目パーティーが催され、会場となったセンターのメインホールはインターナショナルな雰囲気包まれた。だれも帰る気配のない大盛況のパーティー、いったいつまで続いたのだろうか? (南)

ウィリアム・アクトン先生のプレゼンテーションは、ハードロック音楽を授業でどう生かすか。参加者は先生のギターに併せて歌って踊る

