



# LIOJ Workshop '99

Language Institute of Japan - Odawara, Japan

August 8-13, 1999

## OPENING PLENARY '99

### "Adjusting one's teaching: Reflection *in* action and reflection *on* action"

Kathleen Graves, Associate Professor at the School for International Training in Brattleboro, Vermont and former LIOJ teacher, delivered the opening plenary at the 31st Annual International Summer Workshop for Teachers of English.

During her presentation, Kathleen shared her thoughts on - and asked the audience to think about - the role of reflection in language teaching.

Kathleen presented a framework and offered examples of how teachers adjust their teaching both while they are interacting with learners (reflection *in* action) and retrospectively (reflection *on* action). She explained how teachers can make adjustments in these two ways and can thereby improve the quality of their teaching. -dpd



Kathleen Graves

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## LIOJ Hosts 31st Annual International Summer Workshop for Teachers of English

Faculty and staff of the Language Institute of Japan hosted the 31st Annual International Summer Workshop for Teachers of English from August 8th to 13th in Odawara.

Teacher educators from around the world and around Japan - including Kip Cates, Kathleen Graves, Brenda Harris, Marc Helgesen, Kenji Kitao, S. Kathleen Kitao, Alan Maley, Tim Murphey, Sen Nishiyama, Peter Watcyn-Jones, and Boyce Watkins - conducted morning classes and/or presentations for participants.

Also attending were teachers from Hong Kong, Korea, Malaysia, Thailand and Vietnam. In all, fourteen countries were represented at the Workshop. The six-day conference also featured displays by international and Japanese ELT publishers and materials distributors. -jk

## "Pitfalls" of Language

In his presentation, Japan Society of Translators President Sen Nishiyama, discussed some of the "pitfalls" of language, amusing as well as tragic. Sen opened his presentation by citing several cases where language alone is not sufficient to distinguish meaning, and went on to discuss two major events of the twentieth century.

### The 30th Anniversary of the Moon Landing

This summer marked the thirtieth anniversary of the first moon landing. Sen, who interpreted for the Apollo telecast on NHK, recounted perhaps his most famous mistake.

"In earlier interpretations, I had found [Neil] Armstrong to be a reticent, low-keyed man," said Sen. "When Armstrong set foot on the moon, everyone was anticipating his first words. I heard, 'That's a small step for man...' and the rest of the transmission was garbled. Even [US broadcaster] Walter Cronkite in Houston couldn't understand the rest," Sen explained. "So I interpreted, 'That's one tiny step for mankind.'"

Later, after receiving a telex, Sen interpreted the entire phrase with its intended meaning: "That's one small step for a man, one giant leap for mankind." NASA, he explained, had corrected Armstrong's declaration by adding the indefinite article "a" in parentheses before "man," making the phrase "That's a small step for (a) man." The parentheses were subsequently removed. "If you read history today, you'd think Armstrong spoke correctly." stated Sen.



Sen Nishiyama

### The Atom Bombs

Speaking on the 54th anniversary of the dropping of the atom bomb on Nagasaki, Sen cited the role that language played in the events that resulted in the bombs being dropped.

After unsuccessful attempts in the fall of 1944 to end hostilities, a Japanese delegation traveled to Moscow in June 1945 to arrange through the USSR an end to the war. Stalin delayed a response to the Japanese overtures, and went to Potsdam in July 1945 where he reported to Truman that Japan would fight to the last man.

The wording of the official statement out of Potsdam with reference to the future of the Emperor, and the Allies' misinterpretation of Japanese leaders' response to it, played a role in the tragic events that followed. "This is one of the most critical cases of how language can offer pitfalls," concluded Sen. -jk

# Morning Classes

Language Institute of Japan - Odawara, Japan

August 8-13, 1999

**Class A**  
*Developing Your General English Skills Level I*



**Morris Kimura**

In this class, participants worked at improving their English skills through a variety of communication-oriented activities. Each day, we worked on improving vocabulary, fluency, and listening through a variety of language activities.

Discussions, role plays, show and tell, videos, and group projects were some of the activities participants took part in. By the end of the week, all class members had gained confidence in speaking English and had made progress in improving their English skills.

We also discussed how some of the activities can be adapted to suit participants' classes. -mk

**Class B**  
*Developing Your General English Skills Level II*



**Jon Coller**

In this class, we began each day with a brief morning exercise led by participants. We then moved on to brushing up on familiar grammar and vocabulary, and we introduced a few new things as well. We put it all into practice through a range of role plays (such as telephoning and problem solving), and other activities designed to get participants talking.

After only a couple of days together, participants were involved in active English exchanges, and were gaining confidence in their ability to make themselves understood. This was a lively group of participants who enjoyed each other's company and didn't mind a joke or two. I hope they had as much fun as I did! -jc

**Class C**  
*Global Issues and Global Education*

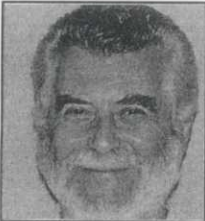


**Kip Cates**

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 class can be an exciting place to acquire this knowledge.

In this morning class, participants were introduced to the fields of global education, peace education, human rights education, and environmental education. We discussed 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. We explored global education activities, techniques, methods, and materials involving games, songs, role-play, and video. -kc

**Class D**  
*Making the Most of Yourself in Class*



**Alan Maley**

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 morning class, we looked at the factors affecting the way we use our voices, our bodies, and visuals. Participants worked together to put new knowledge to practical use by making short presentations: scripted, semi-scripted, and unscripted, and they received lots of practice in skills which will be of use in classroom teaching. -am

**Class E**  
*Teaching the Four Skills*



**Jaimie Scanlon**

A four-skills approach to language teaching can aid teachers in motivating students through exciting communicative activities. In this morning class, participants worked together to brainstorm effective and innovative ways of teaching reading, writing, listening, and speaking.

Teachers discussed their own positive experiences with language learning, as well as past challenges they have encountered, so as to better understand their students' learning processes. We shared ideas through class discussion and through keeping a partner journal. The group concluded that integrating the four skills into lessons is an important part of creating an effective language learning environment. -js

**Class F**  
*Activities to Motivate Junior and Senior High School Students*



**Kirsten Woest**

Do you need ideas to liven up your junior or senior high classes? Just ask anyone who participated in this morning class. These energetic teachers were eager to try out all kinds of new activities and games, while contributing many of their own great ideas.

Participants discussed how they could adapt the activities to fit the needs of their students. During the week, they brainstormed some of their own failsafe favourites in small groups and presented them to the class.

Most memorable are the jokes and laughter we shared. We had a great evening out, and our morning exercises were just as festive as they soon transformed into morning disco lessons where we danced to *Saturday Night Fever* and our new and improved version of the *YMCA...the LIOJ!* -kw

## Afternoon Presentations

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### Thank you!

LIOJ would like to thank the following organizations for supporting the 1999 Workshop:

*The Mitsubishi Bank Foundation*

*The MRA Foundation*

We would also like to thank the following ELT publishers and materials distributors for participating in the Workshop Book Fair:

*Cambridge University Press*

*DynEd Japan*

*The ELT Software Store*

*The English Resource*

*Macmillan Language House*

*Mikasa Book Center*

*New World Group, Inc.*

*Oxford University Press*

*Pearson Education Japan*

*School Book Service Co., Ltd.*

*Tuttle ELT Shuppan*

In addition, LIOJ would like to thank the following professional organizations for their support:

*Korea TESOL*

*Japan Association for Language Teaching (JALT)*

*Malaysian English Language Teaching Association (MELTA)*

*Thailand TESOL*

### 50 Presentations Offered at the Workshop

In addition to the six morning classes, the LIOJ Summer Workshop program featured afternoon sessions by thirty-three presenters. Below is a complete list of 1999 presentation titles and presenters.

- *Motivating Your Students to Fluency*-Stuart Bowie • *English for Inter-Asian Understanding*-Kip Cates • *Multimedia Program Building Blocks*-William Gatton • *Adjusting One's Teaching\**-Kathleen Graves • *Using Mind Maps as a Tool for Understanding Teaching*-Kathleen Graves • *Not Just a Game*-David Harrington • *What's Your CQ (Communication Quotient)? Learners, Teachers - Teach Yourself*-Brenda Harris • *What's Your CQ (Communication Quotient)? Lifeboat: A Simulation*-Brenda Harris • *Access Leads to Success - Firsthand!*-Marc Helgesen • *Questioning Teaching - With a Bit of Chaos*-Marc Helgesen • *Questioning Teaching - With a Bit of Structure*-Marc Helgesen • *Web Resources for English Language Teachers in Japan*-Kenny Hong • *Firm Foundations for Communication: What Do Beginners Really Need?*-James Hursthouse • *Nine Ideas for High School EFL Classes*-Jim Kahny • *Teaching English with Great Movie Scenes: The Sequel*-Jim Kahny • *Motivating Students' Writing through Process Writing* -Sakranchit Kanajasoot • *Enliven Vocabulary Learning: The Lively, Stimulating and Fun Way*-Harbans Kaur • *The Role of English in the Malaysian Context* -Harbans Kaur • *English Education Reform in Korea: The 7th Curriculum of Secondary Schools*-Kim Wonmyong • *Some Teaching/Learning Methods Which Work in Multimedia Computer Assisted Language Labs*-Kim Wonmyong • *Getting Japanese Students to Read Actively*-Kenji Kitao • *Professional Resources for Language Teachers*-Kenji Kitao • *Using Newspapers in the Language Classroom*-Kenji Kitao • *Teaching About Functions* -S. Kathleen Kitao • *Teaching Reading Strategies*-S. Kathleen Kitao • *How to Have Successful Meetings*-Akemi Kosuge • *Love and Laughter - The Game of Smiles: An Ideal Tool for Better Communication in and Outside the Classroom*-Naoshi Kurashita • *The Effect of Social Stratification on Students' Learning English in Hong Kong*-Ester Leung • *Making Use of Students' Knowledge of Their Mother Tongue in Learning English*-Ester Leung • *Voice: The Most Subtle Instrument*-Alan Maley • *Listening Is What Goes on Between Your Ears*-Ally McPhee • *Learner-centered Activities to Motivate Your Class*-John Moore • *Involving and Motivating Students through Shadowing and Summarizing*-Tim Murphey • *Learning to Juggle as a Tool for Developing Meta-Cognitive Awareness*-Tim Murphey • *Strategies for Gradually Increasing the Amount of English JTEs Use in Classes*-Tim Murphey • *Pitfalls of Language*-Sen Nishiyama • *Common Techniques for Presenting Vocabulary in High School English Classes in Hue, Vietnam*-Phan Quynh Nhu • *The Feasibility of Teaching English in Primary Schools in Hue, Vietnam*-Phan Quynh Nhu • *Approaching Debate*-Daina Plitkins-Denning • *Building Small Talk Skills* -Daina Plitkins-Denning • *Curriculum Development: A Process for Establishing Meaningful Goals for Learners and Consensus Among Teachers*-Daina Plitkins-Denning • *Ireland: The Emerald Isle*-Daina Plitkins-Denning & Dara Denning • *How to Write Questions for Written Work*-Siriporn Pongsurapipat • *Some Ideas on How to Score Written Work in Thailand*-Siriporn Pongsurapipat • *Activate! Motivate! Create!*-Jaimie Scanlon • *Pair Work and Group Work in the Classroom*-Peter Watcyn-Jones • *Some Ideas for Checking and Testing Vocabulary*-Peter Watcyn-Jones • *Vocabulary Games and Activities*-Peter Watcyn-Jones • *Active Learning through Video*-Boyce Watkins • *Musical Engagement: Song-based Activities for Language Teaching*-Boyce Watkins • *North of 60* -Kirsten Woest

\*Opening Plenary Address

# International Scholars

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## Siriporn Pongsurapipat

Chulalongkorn University  
Bangkok, Thailand



Siriporn Pongsurapipat is an Assistant Professor at Chulalongkorn University Language Institute (CULI) in

Bangkok. She has considerable experience in the field of testing and evaluation, and is currently the head of CULI's Testing and Evaluation Centre.

During the Workshop, Siriporn conducted two presentations: *How to Write Questions for Written Work*, and *Some Ideas on How to Score Written Work in Thailand*. In addition, she teamed with compatriot Sakranchit Kanjanasoot to introduce Thai dancing at International Night.

-jk

## Phan Quynh Nhu

Hue National University  
Hue, Vietnam



Phan Quynh Nhu has been a lecturer in the English Department of Hue College of Pedagogy in Hue, Vietnam for four years. She enjoys

working with future teachers with whom she can share her knowledge and experience. Nhu says that the biggest challenge for her as a teacher trainer is to keep learning herself so that she can continue to teach others.

At the Workshop, Nhu gave two presentations about issues related to teaching English in primary and secondary schools in Vietnam. Nhu is grateful to all who made her first experience outside Vietnam a joyful one.

-dpd

## Ester Leung

City University  
Hong Kong, SAR, China



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.

During the Workshop, Ester gave presentations entitled *Making Use of Students' Knowledge of Their Mother Tongue in Learning English* and *The Effect of Social Stratification on Students' Learning English in Hong Kong*.

-jk

## Kim Wonmyong

Taejon Foreign Language High School  
Taejon, Korea (Korea TESOL)



Kim Wonmyong teaches English at Taejon Foreign Language High School. He majored in English Education at Kongju National

University, and English Linguistics in M.A. and Ph.D. courses at Hannam University

Wonmyong is President of Taejon Secondary English Teachers' Association and Vice President of the Taejon chapter of Korea TESOL.

At the Workshop, Wonmyong gave two presentations: *English Education Reform in Korea: The 7th Curriculum of Secondary Schools and Some Teaching/Learning Methods Which Work in Multimedia Computer Assisted Language Labs*.

-jk

## Harbans Kaur

Seapark Secondary School  
Selangor, Malaysia (MELTA)



This year, LIOJ welcomed a scholar from Malaysia to the Workshop for the first time. Harbans Kaur, Head of Languages at

Seapark Secondary School near Kuala Lumpur, represented the Malaysian English Language Teaching Association (MELTA).

In her presentation, *Enliven Vocabulary Learning the Lively, Stimulating, and Fun Way*; Harbans introduced various activities to make learning vocabulary both fun and stimulating. She also discussed various aspects of English language and English education in Malaysia during her presentation, *The Role of English in the Malaysian Context*.

-jk

## Sakranchit Kanjanasoot

Saphwithayakhom School  
Thailand (Thai TESOL)



Sakranchit Kanjanasoot, the Thailand TESOL International Scholar, has been teaching English for seventeen years and currently

teaches at a secondary school in Tak, Thailand. She received her MA in TEFL from Srinakharinwirot University, Prasarnmit. In her community, she is also involved in teaching English to people of various back-grounds and professions, including hotel employees and shopkeepers.

During the Workshop, Sakranchit gave a presentation entitled *Motivating Students' Writing through Process Writing*. At International Night, she demonstrated that she is an excellent dancer.

-jc

# International Night!

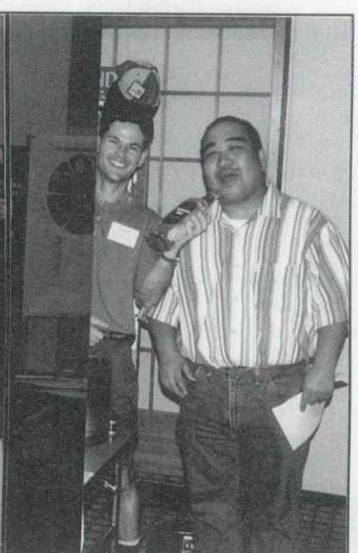
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This year, representatives from fourteen countries -- Australia, Canada, Chile, China, Ireland, Japan, Korea, Malaysia, Myanmar, the Philippines, Thailand, the United Kingdom, the United States, and Vietnam -- plus the United Nations, contributed to the *International Night* festivities. There was a variety of booths displaying food and drink samples, handicrafts, tourist information, quizzes, and music.

Special *International Night* guests included Ines Kuribayashi from Chile; Ei Ei, Mya Mya Win, and Tun Aye from Myanmar; Dara Denning from Ireland; and Betty Usui from the Philippines.



## Featured Speakers

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### Brenda Harris

Doshisha, Ryukoku, Seika  
& Doshisha Universities

What's Your CQ?  
Lifeboat:  
A Simulation



Brenda Harris is a lively presenter who has a way of passing her energy to everyone in the room. Such was the case with *What's Your CQ (Communication Quotient)? Lifeboat: A Simulation*.

Participants were told to imagine that they had been passengers on a ship when it sank. They were the "lucky" survivors, but there was one too many for the lifeboat. Someone had to go overboard!

What followed was an extremely entertaining activity where each participant was told to discuss, argue, lie (!), or do whatever possible to save his or her own life. Intense debating and bargaining followed.

The emphasis of the presentation was on uninhibited communication. Participants were encouraged to draw on all their language skills to communicate important information. -jc

### Marc Helgesen

Miyagi Gakuin University

Questioning  
Teaching - With a  
Bit of Structure



Marc Helgesen, professor of English at Miyagi Gakuin Women's University in Sendai, joined the LIOJ Workshop mid-week.

In his presentation entitled *Questioning Teaching - With a Bit of Structure*, Marc introduced participants to a variety of activities. Questions were posed about the use of warm-ups, the nature of class culture and dynamics, and the teaching of grammar. He also gave a related presentation entitled *Questioning Teaching - With a Bit of Chaos*.

Marc also conducted two presentations during the Workshop Book Fair: *How Listening Works* (sponsored by Cambridge University Press) and *Access Leads to Success - Firsthand!* (sponsored by Pearson Education Japan). -jk

### Boyce Watkins

Japan Center for  
Michigan Universities

Musical Engagement:  
Song-based  
Activities for  
Language Teaching



In this hands-on presentation, Boyce Watkins, who describes himself as a "Johnny-come-lately" in the use of music in the classroom, briefly talked about the positive benefits of music in the classroom and the success that he has had using old songs for teaching young people English.

In addition, he demonstrated some creative techniques for using both instrumental and lyrics-based musical pieces in the EFL classroom. The activities that participants got to try out included (a) using music as a stimulus for visualizing and describing their emotions (*L'Amour est Bleu* and *A Summer Place*), (b) relating music to places and events in the real world (*Route 66*), and (c) following and anticipating the story line of a song through guided listening (*Hole in My Bucket*). -dpc

### Kenji Kitao

Doshisha University

Getting Japanese  
Students to Read  
Actively



In this presentation, Kenji Kitao's main topic of discussion was how to assist Japanese students in becoming active readers. He focused on the importance of understanding *how* students learn, what motivates them, and how to make texts more meaningful. In another presentation, he introduced techniques for using newspapers in the classroom.

During the Workshop, Kenji also introduced his Website (<http://ilc2.doshisha.ac.jp/users/kkitao/online/>), and explained how Internet resources can be used in teaching. What started out as a small site has grown into a great resource for teachers.

Kenji and Kathi Kitao had many of us laughing with their diverging stories of how they met - they never could seem to agree. However, when it comes to language learning, this congenial duo is unstoppable. Their long list of co-authored books proves it. -kw

## Featured Speakers

Language Institute of Japan - Odawara, Japan

August 8-13, 1999

### S. Kathleen Kitao

Doshisha Women's University



#### Teaching about Functions

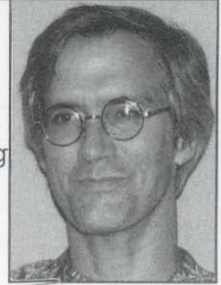
One of Kathleen Kitao's interests is communicative competence. How does one teach Japanese students to effectively use conventional expressions in English? Although they may know the language for certain functions, such as greeting, requesting, and inviting, they may not fully understand the cultural situation. Kathi presented many useful ways to teach the English language in context.

Keep your eyes out for Kathleen and Kenji Kitao's next publications which will be out in the autumn: *Fundamentals of English Language Teaching* which is a great resource for new teachers, and *Essentials of English Language Testing*, both available from Eichosha. -kw

### Tim Murphey

Nanzan University

#### Strategies for Gradually Increasing the Amount of English JTEs Use in Classes



This year, the LIOJ Workshop welcomed Tim Murphey from Nanzan University in Nagoya as a featured presenter.

In his presentation entitled *Strategies for Gradually Increasing the Amount of English JTEs Use in Classes*, Tim demonstrated various ways that junior and senior high school teachers can comfortably increase the amount of English they use in the classroom.

Tim also gave two other presentations at the Workshop: *Involving and Motivating Students through Shadowing and Summarizing* and *Learning to Juggle as a Tool for Developing Meta-Cognitive Awareness*. -jk

### Daina Plitkins-Denning

Language Institute of Japan  
Curriculum Development:

#### A Process for Establishing Meaningful Goals for Learners and Consensus Among Teachers



Curriculum development can be a very enriching process, benefitting the learners enrolled in a program, the institution, and the team of teachers who are teaching on the program. For the last two and a half years, the instructors at LIOJ have been working on revising the curriculum for their community course students.

In this presentation, Daina talked about various issues related to curriculum development, including needs analysis, the formulation of goals and objectives, and evaluation. She discussed each issue in light of the experiences that the LIOJ team had while writing their curriculum. One point she highlighted was that the process is invaluable for clarifying the aims and goals of a program for teachers and learners, and also for building ties between teachers who have shared in the process. -dpd

### Peter Watcyn-Jones

English Study Center, Swansea

#### Pair and Group Work in the Classroom



Many teachers have found his books, including *Grammar Activities and Games for Teachers* and *Vocabulary Activities and Games for Teachers* invaluable to their teaching, so it was a real treat to have Peter Watcyn-Jones with us at the Workshop on his first trip to Japan.

In his presentation, Peter demonstrated activities for facilitating pair and group work in language classes. Participants experienced activities, and then discussed (a) the mechanics of dividing students for pair and group work, (b) the teacher's role during the activities, and (c) examples of follow-up activities.

Peter demonstrated that teachers need not be daunted by using these types of activities in their classes. He suggested that activities that are well organized and interesting to students can help create livelier, more student-centered classes. -js

## LIOJ Programs

Language Institute of Japan - Odawara, Japan

1999-2000

### Japanese and Thai teachers experience int'l team teaching

Following the Workshop, two JTEs traveled to Thailand to team with TTEs on the first leg of the 7th Annual Thailand/Japan Team Teaching Exchange co-sponsored by LIOJ and Srinakharinwirot (SWU) University, Bangkok.

Terutoshi Goto of Minojiyu Gakuen High School in Osaka teamed with Chuthamas Suthummaruk of Anuban Chachoengsao School in Chachoengsao, and Hisanori Onozuka of Goryogadai High School in Hiratsuka taught with Sasitorn Yoosook of Kannasootsukalai School in Suphanburi.

During their ten days together in Thailand, the teachers team taught English classes and introduced aspects of Japanese culture to the Thai students.

Chuthamas and Sasitorn will each visit LIOJ and their partner's school in late October, along with SWU program coordinator, Wanlapa Thaijinda.

### LIOJ Offers Perspectives

*Perspectives on Secondary School EFL Education* (1998, LIOJ) 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, and Don Maybin.

*POSSEE* can be ordered through LIOJ. The cost is ¥2,000. International orders please 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 Fukagawa Metropolitan 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..

今年も8月8日から13日までの間、第31回サマーワークショップを開催し、無事に終わることができました。年に一度、夏になるとお会いできる懐かしい顔ぶれの先生方に加え、今年は初めての方々にも多数御参加頂きました。ワークショップの内容では、例年行っていて形式的なものになりがちであったClosing Address及びClosing Ceremonyの代わりに、Presentationの枠を一つ増やすという方法をとりましたが、いかがでしたでしょうか。

参加者の先生方とは期間中に個人的にお話をさせて頂いたり、evaluation formにて様々な御意見を頂戴する事が出来ましたが、今後のワークショップに向けてより多くの御意見を頂けたらと思っております。日本語、英語は問いませんので、御質問等も含め、お声をお寄せ下さい。(Emailでのコンタクトも歓迎致します。)

さて、このニューズレターも発行を開始して3年目を迎えています。夏の活気溢れる一時を思い出し、懐かしく思っていたいただければ幸いです。

来年度のワークショップは、2000年8月6日～11日まで第32回目を開催致します。より多くの方に御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となっておりますので、御興味ございましたら、どうぞお問い合わせ下さい。

(増田)

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For more information about LIOJ programs, including the Summer Workshop, check out the LIOJ homepage at:

<http://www.geocities.com/lioj.geo>