

LIOJ Workshop 2000

Newsletter of the 32nd Annual International Summer Workshop for Teachers of English

Language Institute of Japan - Odawara, Japan

August 6-11, 2000

LIOJ Hosts 32nd Workshop

Faculty and staff of the Language Institute of Japan hosted the 32nd Annual International Summer Workshop for Teachers of English from August 6th to 11th in Odawara.

Teacher educators from around the world and around Japan - including Charles Browne, Antony Cominos, Charles Hadfield, Jill Hadfield, Lance Knowles, Laura MacGregor, and Alan Maley - conducted morning classes and/or presentations for participants.

Also attending were participants from India, Korea, Malaysia, Myanmar, and Thailand. In all, thirteen countries were represented at the Workshop.

The six-day conference also featured displays by international and Japanese ELT publishers and materials distributors.

[See inside for morning class summaries, a complete list of presentation titles, profiles of international scholars and featured presenters, and information about LIOJ programs.]

-jk

Jill Hadfield shares thoughts on classroom dynamics at Workshop plenary

Jill Hadfield - teacher, teacher trainer, and author of twelve educational resource books - delivered the opening plenary at the 32nd Annual International Summer Workshop for Teachers of English.

In her presentation, Jill addressed the issue of classroom dynamics. Voicing the concerns of many teachers, she posed the question: "How do we create and maintain a positive and constructive classroom dynamic?"



Jill Hadfield

Jill stressed the importance of group identity and shared her ideas as to what we can do, as teachers, about classroom dynamics. She led the audience to think about ways of building group cohesion through cognitive processes (that is, "How can teachers raise group awareness?") and through affective processes (that is, "How can our teaching increase cohesion and harmony?")

Through a variety of interactive activities, the audience not only discussed the importance of a group identity, but also began the process of creating its own identity as a group of individuals. It was an ideal start to the Workshop program.

During the week, Jill delivered six other presentations on classroom dynamics and the role of games and activities in the language classroom.

-jm

Morning Classes

Class A *Developing Your General English Skills Level I*



Jon Coller

Participants in this class began each day by doing a few exercises, planned and led by their classmates. It was a good way to get our blood flowing and our minds ready for action.

Over the five days, we covered a broad range of English functions and picked up a lot of new vocabulary and idioms. Skills that participants brushed up on included agreeing and disagreeing, making suggestions, making plans, solving problems, using the telephone, and more.

Participants were a very happy, creative, and enthusiastic group, who always had interesting comments to make. We all learnt a lot from and about each other and became good friends. -jc

Class B *Developing Your General English Skills Level II*



Taron Plaza

We started each day in this class with new vocabulary words and idioms. We then put this new knowledge into use through skits, roleplays, and discussions. We also spent a lot of time improving general fluency through various communicative activities.

Part of class time was devoted to discussing the various activities and how they could be used in the participants' own classes. These discussions resulted in each of the participants creating an original communicative activity to share with the group.

The group was very energetic. We had a great time together and, by the end of the week, participants had made new friends as well as improved their English. -tp

Class C *Multimedia and Language Teaching*



Lance Knowles

As schools begin to expect their teachers to use computers to assist with language teaching, teachers are faced with the need to upgrade their skills. To help meet this need, DynEd International offered this teacher training course for participants at LIOJ.

The course began with an introduction to computers, multimedia, and language learning methodology, and was followed by examples of multimedia lessons, different types of interactivity, and practical guidelines of how best to coordinate and use multimedia activities to motivate students and improve language teaching. -lk

Class D *Promoting Eng. Communication in the Jr. and Sr. High School Classroom*



Chris Koelbleitner

Participants of this class were a diverse group. They included teachers with only a few months experience to those who have been teaching for over thirty years. All participants were similar in their boundless enthusiasm for teaching, excellent ideas for classroom activities, and great sense of humour.

Participants were given many opportunities to share ideas among themselves. They also viewed videos and received information about activities and programs that take place at LIOJ throughout the year.

On the final day of the Workshop, all participants gave presentations that resulted in a collection of ready-to-use lesson plans that are certain to be hits with students. -ck

Class E *The Play's the Thing: Using Dramatic Sketches in Lang. Teaching*



Alan Maley

Preparing students to perform short dramatic sketches and plays has a number of advantages: it allows for intensive work on short sections of text; it produces gains in pronunciation and in accuracy in general; it increases fluency and oral expression which can be carried over into other work; and it increases students' confidence in their own ability, and so enhances motivation. What's more, it's a lot of fun!

In this workshop, we prepared and performed a number of short sketches for each other and discussed them together. Toward the end of the week, we prepared a sketch to perform for the rest of the Workshop participants on the final evening. -am

Class F *Around the World in Five Days*



Julia Morton

As the world gets smaller and we focus on the things that unite us as a global community, it is important not to overlook those things which give each community a unique identity. By developing cultural awareness, we can only become more tolerant and sensitive citizens of the world.

Over the five days the teachers in this class discussed in a lively animated way different cultures (e.g., Britain, Brazil, the US, Portugal) and different aspects within them. We looked at stereotypes and how much truth lies behind them. The teachers were also set a project which involved them talking to the many international visitors at the Workshop. This culminated in a collection of class presentations. -jm

Afternoon Presentations

Thank you!

LIOJ would like to thank the following organizations for supporting the 2000 Summer Workshop:

The Mitsubishi Bank Foundation

Oxford University Press

ETJ
(English Teachers in Japan)

The MRA Foundation

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

ABAX

Cambridge University Press
Creative Services International
DynEd Japan
Educational Venture Corporation
The ELT Software Store
The English Resource
Intercom Press
Language World
Mikasa Book Center
Nellie's Discount Books
Pearson Education Japan
School Book Service
Thomson Learning
Tuttle Publishing
Y20 Associates

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

Fifty presentations given at the Workshop

In addition to the six morning classes, the LIOJ Summer Workshop program featured afternoon sessions by twenty-nine presenters. Below is a complete list of 2000 presentation titles and presenters.

• *Lesson Planning in the Teaching of English*-Daw Doris Baw Chit • *Secondary School English Education in Myanmar*-Daw Doris Baw Chit • *World Issues and Human Rights in the Classroom*-Clara Birnbaum • *English Vocabulary for Junior and Senior High School Students: What do we know? What should we do?*-Charles Browne • *Reassessing Team Teaching: Directions for the 21st Century*-Charles Browne • *Lesson Planning for Junior High School EFL Classes*-Antony Cominos • *Lesson Planning for Senior High School EFL Classes*-Antony Cominos • *Professional Development for Language Teachers*-Antony Cominos • *Implementing Multimedia*-William Gatten • *Creative Writing*-Charles Hadfield • *Interactive Reading Activities*-Charles Hadfield • *Discussion Activities for Elementary Students*-Charles Hadfield • *Lo-tech, No-tech: Working in Low-resource/No-resource Situations*-Charles Hadfield • *Classroom Dynamics (Opening Plenary)*-Jill Hadfield • *Classroom Dynamics: A Practical Workshop*-Jill Hadfield • *Classroom Management in the Interactive Classroom: A Strategy for Introducing Interactive Activities*-Jill Hadfield • *Helping Students Learn Vocabulary: Games and Activities That Aid Memorisation*-Jill Hadfield • *The Role of Games in a Language Programme: How Games Can Help Your Students Learn*-Jill Hadfield • *Discover the Wonders of Debate for Second Language Learners*-David Harrington • *A Holistic Approach to English Conversation*-David Harrington • *Multimedia in the Classroom*-Kenny Hong • *Task and Lesson Planning*-Maurice Jamall • *The Talk Learning System: Five Steps*-Johann Junge • *The Sounds of English*-Jim Kahny • *Activities with Dialogues*-Jim Kahny • *Relating the Four Skills*-Lance Knowles • *Creative Writing in the EFL Classroom*-Gerald Kochappan • *Strategies Used by English Language Teachers in Sabah*-Gerald Kochappan • *Motivating Activities for High-level and Low-level High School Students*-Toshiyuki Kodama • *Coping with Culture through Key Pals*-Lee Yong-Hoon • *Drama Techniques: A Different way to Learn*-Lee Yong-Hoon • *Activities for Enhancing Communication*-Laura MacGregor • *Building Skills and Confidence for Successful Public Speaking*-Laura MacGregor • *Dictation: When, Why, and How to Use It*-Laura MacGregor • *Small is Beautiful: Maximum Output from Minimal Input*-Alan Maley • *Discovering New Zealand: Ideas for Presenting Culture in the Classroom*-Kirsten McDonald • *Making Effective Use of an ALT*-Kirsten McDonald • *Tried and True: Communicative Activities that Work*-Kirsten McDonald • *Sweet Dreams or Nightmares: Teaching Large Groups*-John Moore • *Why Do We Learn English*-Keisuke Nakayama • *Video and Natural English*-Robert Nelson • *Developing Listening and Speaking Skills through the TPR Approach*-Manthana Pandee • *The Teaching of English in India*-Anita Pandit • *Vocabulary Acquisition Techniques*-Anita Pandit • *An Introduction to Yoga*-Taron Plaza • *Listening is What Goes On Between Your Ears*-Paul Riley • *STYLE: Language Testing for Children*-Peter Tatchell • *Involvement, Confidences, and Success in Junior and Senior High*-Richard Walker • *The Amazing Learning Kit: An Ideal Tool for Self-Study Narrative Writing Practice*-Wisetpong Wongtip • *How to Have Successful Icebreaking Sessions*-Wisetpong Wongtip •

International Scholars

Anita Pandit

Sardur Dastur Noshewan Girls' High School, India



Anita Pandit, has an M.A. in English literature and a B.Ed from the University of India. She has had the opportunity to travel widely and

experience teaching in many states in India. For the last four years, she has been a principal at Sardur Dastur Noshewan Girls' High School.

During the Workshop, Anita gave two presentations: *The Teaching of English in India and Vocabulary Acquisition Techniques*. She also gave everyone a fascinating introduction to Hindu weddings during International Night. -tp

Daw Doris Ba Chit

Basic Education High School No. 1 Mynamar



Daw Doris Ba Chit has been teaching English for 37 years and is currently the dean of her school's English department.

In her two presentations entitled *Lesson Planning in the Teaching of English and Secondary School Education in Myanmar*, Doris discussed the art of lesson planning for secondary school EFL classes in Myanmar and secondary school English education in Myanmar.

At International Night, she introduced participants to traditional royal Myanmar dancing. -km

Lee Yong-hoon

Kyongbuk Foreign Language High School Korea (Korea TESOL)



Lee Yong-hoon has been teaching EFL to high school students for 12 years. He has M.A.s in both English drama and poetry, and a Ph.D in English education.

During the Workshop, Yong-Hoon gave two presentations. In *Coping with Culture through Key Pals*, he outlined an e-mail project where his students wrote to students around the world. In *Drama Techniques: A Different Way to Learn*, he explained several activities he has used in his classes to personalise lessons and involve students in creatively using English. -jc

Manthana Pandee

St. Gabriel's College Thailand (Thailand TESOL)



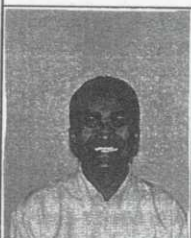
Manthana Pandee, one of two Thai scholars at the Workshop, represented Thai TESOL. Since 1990, she has been teaching

English to first grade elementary students at Saint Gabriel's College in Bangkok.

At the Workshop, in her "hands on" presentation, *developing Listening and Speaking Skills through the TPR Approach*, Manthana demonstrated ways in which TPR can be used to develop students' listening and speaking skills in a fun and motivating way. -jm

Gerald Kochappan

Damansara Utama Secondary School Malaysia (MELTA)



This year, LIOJ welcomed a teacher from Malaysia for the second time. Gerald Kochappan has been teaching English for 16 years at primary,

secondary, and tertiary levels.

In his presentation entitled *Strategies Used by English Language Teachers in Sabah*, Gerald described and analysed the different strategies a group of six teachers developed to create an environment conducive to language learning. In *Creative Writing in the EFL Classroom*, he talked about different ways teachers can create a positive attitude among students toward creative writing. -jm

Wisetpong Wongtip

Chulalongkorn Univ. Language Institute Thailand



Wisetpong Wongtip teaches English at Chulalongkorn University Language Institute in Bangkok.

During the Workshop, he gave two presentations, *How to Have Successful Icebreaking Sessions* and *The Amazing Learning Kit: An Ideal Tool for Self-Study Narrative Writing Practice*. The former looked at ways of overcoming students' inhibitions when meeting people for the first time. The latter was a practical presentation aimed at making writing more stimulating. -tp

International Night!



Tun Aye shares a cup of Burmese tea with Nobue Ito at the Myanmar table at International Night.

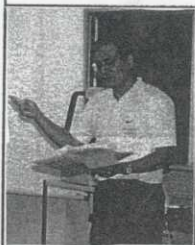
Again this year, we had a festive International Night! The 2000 Workshop featured guest teachers from Australia, Benin, Canada, Germany, India, Japan, Korea, Malaysia, Myanmar, New Zealand, Thailand, the United Kingdom, and the United States.

During the evening, participants had the opportunity to learn about the countries represented through the display tables prepared by LIOJ faculty and international guests.

The highlight of the evening was performances that included songs, dances, a poem, a piano piece, a wedding video, and introductions to various aspects of culture of each country. Some teachers have other great talents!

Toshiyuki Kodama

Shonan High School
Fujisawa, Japan

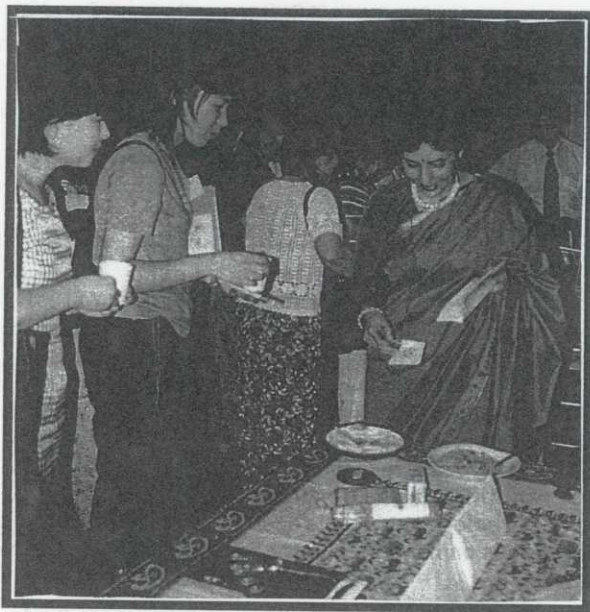


Toshiyuki Kodama's presentation offered high school teachers a wealth of ideas, both practical and theoretical.

Participants had the opportunity to sample a range of classroom activities. These included roleplays, vocabulary building exercises, a quiz show (complete with buzzers and flashing lights), and a rousing karaoke version of "Hotel California."

Toshiyuki also gave an interesting video presentation of debates conducted by his own high school students.

-ck



Anita Pandit (right) prepares a delightful Indian delicacy at the India table at International Night.

Featured Speakers

Antony Cominos

Kobe Gakuin
Women's University

Lesson Planning
for Senior High
School EFL Classes



In his presentation entitled *Lesson Planning for Senior High School EFL Classes*, Tony Cominos provided teachers with strategies for planning communicative language classes.

Participants were shown lesson plans that introduced language forms and function; promoted listening, reading and writing skills; introduced vocabulary; and developed oral fluency. A discussion followed on the development of lesson plans that support lesson objectives and learning outcomes, and anticipated problems. Tony also discussed alternative techniques which provide learners with practice in personalized and communicative formats.

All lesson ideas for the presentation were based on materials drawn from a variety of Ministry of Education approved textbooks.

-km

Charlie Hadfield

South Devon College

Interactive Reading
Activities



In this practical workshop, Charles Hadfield demonstrated how a reading class can integrate speaking skills in interactive, communicative ways. Participants had the opportunity to work together and try out a variety of reading activities.

Charlie teaches students from all over the world at South Devon College, and has spent many years working in places such as Madagascar, China, Tibet, Europe, and Africa.

Other presentations given by Charlie during the Workshop included *Creative Writing, Discussion Activities for Elementary Students*, and *Lo-tech, No-tech: Working in Low-resource / No-resource Situations*.

-jk

Laura MacGregor

Sophia University

Building Skills and
Confidence for
Successful Public
Speaking



In this dynamic presentation, Laura MacGregor looked at ways of enhancing public speaking skills. Participants worked in small groups giving (and listening to) short speeches on a current news issue. Following this, the groups were given a chance to comment, question, and make suggestions for improvement. Each participant was then given a second opportunity to make a speech, this time on a topic of his or her choice. The whole class gave feedback, while Laura was always on hand with some handy hints for improvement.

Laura was also responsible for two other presentations at the Workshop, *Activities for Enhancing Communication*, and *Dictation: When, Why, and How to Use It*.

-jm

Kirsten McDonald

Language Institute of Japan

Making Effective
Use of an ALT



Nowadays, many Japanese teachers of English (JTEs) work with assistant language teachers (ALTs). There are various ways that ALTs can contribute to classes, and to school life outside the classroom.

In this presentation, Kirsten McDonald and participants discussed various activities and projects - for both in and out of class - that take advantage of the unique talents of a native speaker. Participants discussed and shared their own experiences and considered how suggested ideas could be adapted to the situation at their schools.

Kirsten also asked participants to consider problems facing ALTs and how these could be overcome. One aspect that was highlighted was the need for projects and activities to be set up and put in place by JTEs.

-km

Workshop Participants



Yoshikazu Kuwahara, Takeo Ishiwata, Kaori Yamamoto, and Julia Morton discuss ideas during the morning class, "Around the World in Five Days."

The following are some comments on this year's Workshop by participating teachers:

"I enjoyed this workshop. I loved the 'village'." -Keiko Sotome

"What a happy six days! All the lectures were very attractive and useful." -Kikuko Tsurushima

"I really enjoyed the morning class and workshops - also eating out and karaoke." -Noriko Taniguchi

"I enjoyed activities in the morning session. [Participants] got to know each other." -Shigemi Tsunemori

"Everything was significant, even meals, breathing, walking in the building." -Megumi Katsumata

"I enjoyed the classes a lot. It was casual, friendly, and relaxed." -Kazumi Naito

"Wow! LIOJ teachers and presenters are resourceful." -Sachiko Tsuyuki

"I decided to come back here next year." -Ryota Ishii

LIOJ

LIOJ offers *Perspectives*

Are you interested in reading more about issues relevant to junior and senior high school English teaching?

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.

POSSEE is comprised of five sections: (a) Perspectives, (b) Teaching Methodology, (c) Focus on Asia, (d) Classroom Activities, (e) Thirty Years of LIOJ. The authors of *POSSEE* are educators who represent a variety of perspectives from fourteen countries. Contributors include J.D. Brown, Kip Cates, John Fanselow, Colin Granger, Kenji Kitao & Kathleen Kitao, Lance Knowles, Kaoru Kobayashi, Alan Maley, Yoko Matsuka, Sen Nishiyama, and David Nunan.

[*POSSEE* can be ordered through LIOJ. The cost is ¥2,000. Please add ¥500 (Japan), or ¥1,000 (international) for mailing.]

High school students visit LIOJ for intensive English camp

Every year at LIOJ, we welcome hundreds of high school students to our intensive English camps.

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.

Can we design a program for your students?

事務局より御挨拶

今年も8月6日から11日までの間、第32回サマーワークショップを開催致しました。今年はアジアからの参加者もマレーシア、インド、ミャンマーなど新たな国々から招聘し、お陰を持ちまして成功裡に終えることができました。

参加者の先生方とは期間中にお話をさせて頂いたり、evaluation formや終了後もemail等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4年目を迎えています。夏の活気溢れる一時を思い出していただくと同時にワークショップでの経験と知識を御活用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5日～10日まで第33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、御興味がありましたら、どうぞお問い合わせ下さい。

(増田)

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