



LIOJ Workshop 2001

Newsletter of the 33rd Annual International Summer Workshop
for Teachers of English

Language Institute of Japan - Odawara, Japan

August 5~10, 2001

Richard Day discusses his research on "busted lessons" in opening plenary

What is a "busted lesson"? Every teacher has experienced the symptoms: students' eyes glazing over; students fidgeting, chattering; and *worse!* However, most of us would agree with one teacher's assessment of the situation: "When I had my first busted lesson, it felt like a train had run into me." So what are the implications for teachers?

In the opening plenary at the 33rd Annual International Summer Workshop for Teachers of English, Richard Day outlined the research he has conducted on busted lessons. For his studies, he has interviewed both native and non-native English teachers in Japan and Hawaii.

The audience heard about the experiences of some of Richard's interviewees, and



Richard Day

[See Richard Day, page 3]

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LIOJ hosts 33rd Workshop

LIOJ hosted its 33rd Annual International Summer Workshop for Teachers of English from August 5th to 10th at Asia Center Odawara. Sixty-four participants; including teachers from Korea, Malaysia, Russia, Thailand and sixteen prefectures in Japan; came to LIOJ to take part in a week of language classes, teacher training workshops and presentations, and many other activities conducted in a residential, English-only environment. The Workshop also reunited some teachers with old friends and gave everyone the opportunity to make new ones.

In addition to a great group of participants, the Workshop featured talented language teachers who conducted the morning classes and afternoon/evening presentations. This year's guest instructors included **Richard Day** (Univ. of Hawaii), **Donna Fujimoto** (Kobe Univ. of Commerce), **Kenji Kitao** (Doshisha Univ.), **Kathleen Kitao** (Doshisha Women's Coll.), **Lance Knowles** (DynEd International), **Aleda Krause** (Aleda's English), **Alan Maley** (Assumption Univ.), **Jeris Strain** (Himeji Dokkyo Univ.), **Rob Waring** (Notre Dame Seishin Univ.), **Kensaku Yoshida** (Sophia Univ.), **Sonia Yositate-Strain** (Himeji Dokkyo Univ.). -jk



Morning Classes

At this year's Workshop, participants took part in one of six morning classes. The classes met every morning from Monday through Friday and gave participants the opportunity to focus on an aspect of language teaching, brush up on their English, and make friends with other class members. The following are brief summaries of the classes.

Jon Coller, LIOJ

Developing Your General English Skills (Level B)

The focus of Jon Coller's class was on speaking and listening for communicative proficiency. Participants enthusiastically took part in all class activities and were especially good at mixing, and speaking with each other. The class contained a wide mix of people of different ages and with different life experiences, and this led to interesting and educational chats and discussions every day. The group as a whole had a lively sense of humour and got along extremely well together, and even had a walking history/joke book called "General Ookawa"! Everyone learnt a lot from each other. It was a richly rewarding week for all, both personally and professionally. - jc



Alan Maley, Assumption University, Bangkok

How to Improve English Pronunciation

Pronunciation was the theme of Alan Maley's morning class. The aim of the class was to help teachers improve their pronunciation of English - not to sound like native speakers, but rather to become more easily understood by other speakers of English. Participants took part in activities designed to increase their sensitivity to English sounds and how they are pronounced. The class also engaged in fun activities to improve stress and intonation. By the week's end, participants improved their pronunciation—and became much more confident speakers of English. At the farewell party, the class entertained the rest of us by performing several poems, including an amusing rendition of "Unhappy Housewife." -jk



Diane McCall, LIOJ

Motivating Activities for the Junior and Senior High School Classroom

With 16 participants, Diane McCall's was a big, friendly class. There was a variety of people, ranging from an undergraduate education major to teachers with over 30 years of experience. Every day, participants took off their teacher's hat and became students again as they tried out games and activities. The participants teach different age groups—from seventh to twelfth grades—so they were eager to discuss how to adapt the activities in ways that would work well for them. These brainstorming sessions gave everyone the chance to bounce ideas off one another and pick up some new ideas. They shared a lot of experiences and made new friends in the process. -dm



Ian Russell, LIOJ

Developing Your General English Skills (Level A)

Ian Russell's morning class was a rewarding experience for all. Initial reservations about a small group were soon dispelled as participants realised that having just five students enabled them to cover a lot of ground. They also got to know each other quite quickly, and a positive and communicative atmosphere was rapidly established. The class motto of "Have a go!" held firm, and all participants did this: contributing to class activities and working together in a co-operative team-like atmosphere. On the last day, Ian told his participants that they were the best group he'd ever worked with. Perhaps they didn't believe him, but he maintains it's true! -ir



Morning Classes



Stephen Shrader, LIOJ

My Way: Exploring Our Own Approaches to Teaching



Participants in Stephen Shrader's class worked together to share their own life-changing experiences with education, and to discover what they believe to be true about learning, and relate it to the way they teach. Features of the course included active listening training, chances to experience language learning and reflect on the experience, writing time lines to show how participants' views of education have taken form, and a chance to design and redesign a lesson plan that brings these views of what learning should be closer to what we actually do in the classroom. The course was also a great chance to get to know other participants in a deep way, and find ways to continue learning about teaching. -ss

Sonia Yositate-Strain, Himeji Dokkyo University

Cultural Surprises and Misunderstandings



These days, students and teachers around Japan come into daily contact with different cultures through TV, magazines, advertisements, ALTs, the IT revolution, and so on. Sonia Yositate-Strain is no stranger to intercultural surprises and misunderstandings, having spent her formative years in the Americas and now teaching in Japan. Sonia's class aimed to develop participants' cultural awareness and sensitivity. The group participated in a variety of activities and discussions focussing mainly on Japanese and American values, priorities, and verbal/non-verbal practices. Participants shared experiences they had had with different cultures of the world, including cultural surprises and misunderstandings. -jk

[Richard Day continued]

how they coped when they found themselves in the middle of a busted lesson. Some stuck with their original lesson plan, explaining that "the students needed to know this for a test so I just *had* to get through it"; or, "I just didn't know what else to do." Other teachers resorted to their bag of tricks, pulling out a game or alternative activity to lighten the atmosphere, and giving up entirely on their planned lesson. As one of these teachers said, "Like in a poker game, don't throw good money after bad if you have a bad hand. A losing hand is a losing hand. Try not to waste time on something that isn't working."

Participants in this year's Workshop also shared their own experiences, highlighting again that busted lessons happen to us all. As we listened, sympathised—and sometimes laughed—we probably all felt the truth of Richard's assertion that talking about these experiences helps. We shouldn't be discouraged from taking risks and possibly failing. Busted lessons are simply part of being a teacher. In fact, it was suggested that part of being a *good* teacher is to fail—and learn from it.

Busted lessons can happen to *anyone*; not just the inexperienced teacher. So, next time you have a busted lesson, remember Richard's presentation and be reassured that you are not alone! -dm, jc

Alan Maley: Friend of LIOJ

Alan Maley has been involved in ELT for about 40 years. He has worked in many countries including India, China, Singapore, Ghana, Thailand, Yugoslavia—and, for many summers now, Japan!

Alan has joined almost every Workshop since he first came to LIOJ in 1989. Over the years, he has given presentations covering a wide range of topics and taught morning classes, involving hundreds of participants!

So, why does Alan keep coming to the Workshop? In his words: "The participants!" He enjoys the interaction with such a wide range of teachers, and especially likes the close relationships he can build with participants who are members of his morning class.

Alan feels that the standard of the attendees has improved steadily over the past few years, and that it is a good sign to see more young teachers among us. All participants show a level of commitment and enthusiasm and this, he feels, is rewarding as an educator.

Another aspect of the Workshop that Alan enjoys is all the "extras," such as sharing mealtimes, going on our evening out in downtown Odawara, and enjoying International Night, where he is a regular contributor.

Finally, Alan hopes to keep returning to the Workshop and says, "See you again!" -jc

International Scholars



LIOJ Workshop International Scholars for 2001 are, from left: Abdullah Ismail from Malaysia, Manji Shikata from Japan, Tanyaporn Arya from Thailand, Galina Reveko from Russia, Rojana Kwankiri from Thailand, and Kim Gilwon from Korea.

Abdullah Ismail gave an insightful presentation about English education in Malaysia. He made the point that there is great disparity in the development of speaking skills between the city areas and the rural areas. This is exacerbated by significant differences in the skill level of the English teachers, some of whom are recruited simply because they have some mastery of the language. Of considerable interest is the relationship with Japan in which Malaysian teachers are able to study for five years in Japan, and then return and teach Japanese to Malaysian students. In addition, Abdullah and friends treated us to a lively rendition of a Malaysian song at International Night. -ir

Manji Shikata was this year's Japanese scholar participant. He is a professor in the English department at Kansai Gaidai College where he has taught for nineteen years. Manji's presentation, *English Education in Japanese Elementary Schools and its Impact on Secondary School Education*, focussed on how English education will change after the introduction of English into primary schools beginning in 2002. He shared his ideas on teaching English to elementary school children, and discussed how to adapt his ideas to secondary school teaching. His presentation also highlighted some of the problems we should anticipate in secondary schools after the 2002 school year. -jk

International Scholar program offers opportunities to teachers

The International Scholar program has long been a part of the LIOJ Summer Workshop. The program offers Japanese participants and international scholars the opportunity to meet and learn about language teaching—and life—in each other's country.

LIOJ would like to thank the MRA Foundation for its support of the International Scholar program. We also acknowledge our partners in the program this year: FEELTA, Korea TESOL, MELTA, Thailand TESOL, and Chulalongkorn University Language Institute.

International Scholars

Tanyaporn Arya, or "Joy" as she is known, was one of two Thai scholars at this year's Workshop. She graduated with an MA TESOL from San Jose State University in the US. After teaching English to children at a refugee camp, she joined Chulalongkorn University in Bangkok, where she currently teaches English. Joy gave two presentations during the Workshop: *The English Camp*, in which she illustrated how English-only camps are set up for students at her university; and *The Pronunciation Clinic*, where participants engaged in a variety of fun and stimulating activities, including chants, songs and games. International Night saw Joy leading the audience through the steps of a traditional Thai dance. -dm

Galina Reveko was a popular figure and first-time representative for FEELTA at this year's Workshop. She has been working in English Specialized School 57, Vladivostok, since 1968, and has received several awards including "Honorary Teacher of the Russian Federation." At LIOJ, she gave two presentations, *TEFL in Russia* and *How to Make English Classes More Effective*. The former focussed on English language education in Russia at present, and the latter was a hands-on approach involving samples of activities, materials, and student-developed projects. At International Night, participants were treated to a rousing rendition of "Moscow Suburb Nights," and were able to sample homemade Russian jam. -sa

Rojana Kwankiri, or "Na" as we came to know her in the friendly atmosphere of the Workshop, is a teacher at Sa-ard Phadernwittaya School in Chumpon, Thailand. She shared with us her experience in using dialogs to help students develop fluency in speaking. In her workshops, she demonstrated some of the dialog-based activities that she has found to be the most useful, including "map dialogs" and role-play style activities. Participants were also invited to share their own ideas about how to use dialogs when working with a text. This made Na's workshop interactive and fun, and allowed participants to relate her ideas to our own experiences and teaching situations. -ss

Kim Gilwon teaches English at Kyongil High School and is the director of the Secondary English Teacher's Association in his province. In his talk on *EFL Education in Korea*, he explained recent changes in the system in which he teaches, such as the introduction of English into the elementary school curriculum and the influx of native speaker teachers. In his other presentation, Gilwon addressed the importance of including task-based and learner-centered activities in the secondary school English classroom, in the hope of improving both general communicative skills and levels of motivation. He also impressed everyone at International Night with a heartfelt rendition of a Korean song. - dm



Featured Speakers

Kensaku Yoshida, Sophia Univ.

Kensaku Yoshida set the stage for his presentation, *Intercultural Communication in Japan's EFL Context*, with an unexpected twist. Many participants were moved when he played a beautiful song on guitar, and sang to us about the connections between all people, emphasizing the things we have in common rather than our differences. It was an apt start for a presentation that would challenge us to think about intercultural communication in a new way.

His emphasis was that we should move away from a superficial treatment of cultural differences, and into the real skills of communication. The challenge we face when we teach intercultural communication in Japan is that it is hard to create an artificial intercultural setting.

Ken's main point was that we can address this issue by helping our learners develop skills of interpersonal communication in problem-based situations. These skills can then be transferred to the problems of intercultural communication. -ss



Kathi Kitao, Doshisha Women's Coll.

Kathi Kitao shared with Workshop participants her knowledge in three very different areas: helping students with vocabulary development, writing and interpreting tests, and the teaching of functions (e.g., apologizing, thanking). She introduced effective ways of learning vocabulary, including learning words in groups of related words, and being aware of and using vocabulary-related resources.

Kathi also looked at how testing can be a helpful tool for students and teachers, or a harmful hindrance to learning. She encouraged participants to think about why we test, the issues involved in testing, and how to evaluate test results.

Kathi also showed an ability to adapt when participants in the teaching of functions workshop seemed to want to explore politeness in language. Although it wasn't the way she originally planned on organizing the session, she was able to work the participants' questions skillfully into her presentation. -ss



Lance Knowles, DynEd International

Lance Knowles, founder and president of DynEd International, warmly shared his expertise in multimedia instruction during the workshop. His three workshops reached out to CALL (computer aided language learning) newcomers and more experienced users alike, and provided stimulating ideas for those of us thinking of using computers to complement our classroom instruction.

Lance gave an introduction to computers and how they are used to teach language in his first workshop, a session designed for participants with no knowledge of computers. In his other two workshops, he showed how computers can be used to help learners work on pronunciation and fluency, and how they can be used to improve all four skills. He also introduced a model of learning that his own educational software is based on, and helped participants clearly understand his view of how the teacher, computer, and student work together as the student works on the language. -ss



Featured Speakers

Donna Fujimoto, Kobe Univ. of Commerce

Role plays are nothing new, but in this presentation Donna Fujimoto encouraged participants to look at them differently. She advised us to place the emphasis on the "playful" part, where students have fun experimenting with the language. She emphasised that Japanese students usually do better if they feel supported at each stage, via a "scaffolding approach."

For additional support, Donna and her students jointly came up with the idea of having a "support" person at the role player's elbow to provide assistance at any time. Students initially spend time with short prepared scripts playing the role of a newscaster, for example, and then move to two-person role plays, such as checking in at a hotel. Eventually they can move to role plays which include unexpected events or demand opinions or emotional reactions.

Donna credits her students with showing her how to use role plays more effectively. If you want good results, you need to listen carefully to students! -ir



Aleda Krause, Aleda's English

In her *Grammar Games* workshop, Aleda Krause provided teachers with many fun games and activities to make learning and teaching grammar more enjoyable.

Participants were placed into small groups and exposed to a variety of "head scratching" grammar games which included logic puzzles, ESP, and bingo. Participants learnt to manipulate the games so that they could be an integral part of the lesson. Aleda introduced the activities without explaining the grammar, preferring students to "notice" the target structures rather than have it displayed in front of them. Some of the exercises were extremely challenging; however, Aleda was always nearby for advice and guidance.

Aleda is a co-author of *SuperKids* and *SuperTots*, and has more than twenty years experience teaching children in Japan. She has given teacher training workshops throughout the country, and will be a featured speaker at the JALT 2001 Conference in Kitakyushu in November. -sa



Kenji Kitao, Doshisha Univ.

With the Internet as a buzzword on everyone's lips, English teachers at this year's Workshop were keen to get some practical information on what exactly is out there in terms of application in the language classroom. In his informative presentation, *The Twenty most Useful Internet Sites for the Language Classroom*, Kenji Kitao took us on a journey through a variety of Websites that he recommends for various aspects of language learning.

The sites featured quizzes, tests, and learning materials-directly usable with students in the classroom; and professional organisations, mailing lists, and resource libraries-invaluable help for teachers wishing to pursue professional development.

Kenji made two other presentations, one of which again dealt with the use of the Internet entitled *Using the Internet with Secondary School Students: Dos and Don'ts*. His other presentation was *Reading Newspapers in the Language Classroom*. -dm



Presentations

Workshop presentations provide teaching ideas and information

In addition to the weeklong morning courses, this year's Workshop again featured the selection of high-quality teacher training presentations that our participants have come to expect. More than fifty presentation titles were offered during the week on a range of themes (see below!). LIOJ would like to thank all the presenters who contributed to this year's program!

Stuart Abrahamson, LIOJ

- *Games and Activities for Young Learners*
- *Making School Texts More Interesting*
- *Rotto-Home of the Quokka*
- *Video in the Classroom—Still a Fun Tool!*

Tanyaporn Arya, Chulalongkorn Univ. Lang. Inst., Bangkok

- *The English Camp*
- *The Pronunciation Clinic*

Stuart Bowie, Macmillan LanguageHouse

- *Motivating Your Students to Fluency*

Richard Day, University of Hawaii

- *Busted Lessons: When Bad Things Happen to Good Teachers*
- *Critical Thinking and Discussion*
- *Extensive Reading in the EFL Classroom*
- *Questioning EFL Reading*
- *Taking the Text to Task*
- *Teaching English through English*

Donna Fujimoto, Kobe University of Commerce

- *Focusing on Nonverbal Communication in the English Class*
- *Lessons that Get Students Talking*
- *Role Plays for Japanese Students—A Scaffold Approach*

William Gatton, DynEd Japan

- *Implementing Multimedia and Distance Education*
- *Multimedia Courseware for Jr. and Sr. High School Students*

David Harrington, The English Resource

- *Getting Ready for Speech*

Abdullah Ismail, Kedai Buloh Sec. Sch., Malaysia (MELTA)

- *English Education in Malaysian Secondary Schools*
- *Teaching Literature to Low-level Students: The Kelantan Experience*

Jim Kahny, LIOJ

- *Team Teaching Discussion Group*
- *Warm-up Activities for EFL Classes*

Kim Gilwon, Kyungil High School, Korea (Korea TESOL)

- *Developing English Conversation Skills through Task-based Activities at the Secondary Level*
- *EFL Education in Korea*

Kenji Kitao, Doshisha University

- *Reading Newspapers in the Language Classroom*
- *The 20 Most Useful Internet Sites for the Language Classroom*
- *Using the Internet with Sec. School Students: Dos and Don'ts*

S. Kathleen Kitao, Doshisha Women's College

- *"Sorry, but I'm Busy": Teaching Functions in English*
- *Teaching Students to Develop Their Vocabularies*
- *Writing and Interpreting Tests*

Lance Knowles, DynEd International

- *Improving Pronunciation and Fluency through Multimedia*
- *Multimedia Basics for Teachers*
- *Relating the 4 Skills through Multimedia*

Aleda Krause, Aleda's English

- *From Listening to Speaking*
- *Grammar Games*
- *Total Physical Response and Beyond*

rojana Kwankiri, Sa-ard Phadernwittaya Sch., Thailand (Thai TESOL)

- *Exploiting Dialogues in the Classroom to Develop Speaking Ability*

Craig Larsen, Nellie's Discount Books

- *STYLE: A Language Testing System for Children*

Alan Maley, Assumption University, Bangkok

- *Creative Writing in English*

Keisuke Nakayama, MRA Foundation/Asia Center Odawara

- *Why Do We Learn English?*

Sheena Palmer & Helen Halligan, The British Council Tokyo

- *Error Correction: Spoken English*

Galina Reveko, Eng. Specialized Sec. Sch., Vladivostok (FEELTA)

- *How to Make English Classes Effective*
- *TEFL in Russia*

Mark Rossiter, Thomson Learning

- *Challenges and Solutions for High School Learners of English*

Manji Shikata, Kansai Gaidai College

- *English Education in Japanese Elementary Schools and Its Impact on Secondary School Education*

Jeris Strain, Himeji Dokkyo University

- *Language Acquired, but NOT Learned*
- *Dictation Level X—Perception*
- *Lexical Grammar—Simple, but So Basic*

Andrew Tope, Pearson Education Japan

- *Practical Techniques and Vocabulary Development at High School Level*

Rob Waring, Notre Dame Seishin University

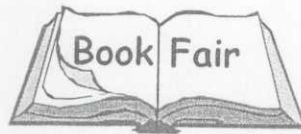
- *Dealing with Vocabulary in the Japanese Classroom*
- *Monolingual Dictionary Skills That You Can Teach*
- *Turn Your Readers into Bookworms*

Sonia Yositate-Strain, Himeji Dokkyo University

- *Vocabulary Building Endeavor*

Kensaku Yoshida, Sophia University

- *Intercultural Communication in Japan's EFL Context*



Book Fair displays latest materials

The annual Book Fair gave Workshop participants the chance to inspect the latest ELT materials and discuss their needs for materials with our friends from the publishing companies and book distributors. Our guests kindly made donations for our prize draw, making the event fun as well as informative.

LIOJ would again like to thank all the organizations that supported the Book Fair...

The British Council Tokyo • Cambridge University Press • DynEd Japan • The English Resource • ISA • Macmillan Language House • Mikasa Book Center • Nellie's Discount Books • Oxford University Press • Pearson Education Japan • Thomson Learning • Tuttle Publishing

Thanks also to...

Kathi Kitao & Kenji Kitao • Donna Fujimoto

Rob Waring

Notre Dame Seishin Univ.

Rob Waring came to the Workshop on the day of the Book Fair and gave three presentations full of information: *Turn Your Readers into Bookworms*, *Mono-lingual Dictionary Skills that You Can Teach*, and *Dealing with Vocabulary in the Japanese Classroom*.

If you missed Rob's presentation on vocabulary, you can find his notes and other useful information on his Website:

<http://www1.harenet.ne.jp/~waring/vocabindex.html>.

We would like to extend our thanks to Oxford University Press for sponsoring Rob's stay at LIOJ!



Do you have *POSSEE*?

Perspectives on Secondary School English Education

Do you have *POSSEE*? If you missed your chance to pick up a copy at the Workshop, and are interested in reading more about issues relevant to junior and senior high English teaching, here's your chance!

Perspectives on Secondary School English Education, published by 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 chapters include:

- *University Entrance Examinations and Their Effect on English Language Teaching in Japan* by J.D. Brown
- *Strategies for Internationalizing Your English Classroom* by Kip Cates
- *Role Playing as a Contrivance* by John Fanselow
- *Giving Grammar a Human Face* by Colin Granger
- *A Reading Compromise for Junior High English* by Barbara Hoskins
- *Resources for English Teachers* by Kenji Kitao & S. Kathleen Kitao
- *Preparing to Use Multimedia to Teach English* by P. Lance Knowles
- *Making the Text Speak* by Alan Maley
- *English in Elementary Schools: Five Ideas for Teaching Communication* by Yoko Matsuka
- *English - Weeding Out the Bad from the Good* by Sen Nishiyama
- *Teaching Listening: Research and Practice* by David Nunan.

POSSEE also includes reports on English education in Asia by teachers from Cambodia, China, Hong Kong, India, Indonesia, Korea, the Philippines, Thailand, and Vietnam.

POSSEE can be ordered by contacting LIOJ. The cost is ¥2,000. Please add ¥500 (Japan) or ¥1,000 (international) for mailing. For a complete list of contents, see the *POSSEE* Website at <http://www.geocities.com/lioj.geo/possee2.html>.

Participants

First time happy...



Hiroko Kimura is originally from Miyazaki prefecture, but now lives in Kagoshima prefecture where she has been a junior high school teacher at the foot of Mt. Sakurajima for seven years. In her

area, children wear helmets outside to protect them from falling objects, spat out by the constantly active volcano!

This was Hiroko's first time at the Workshop. She particularly enjoyed meeting other teachers from all over Japan and from overseas who are teaching under very different conditions. As she put it, she "felt like a global citizen." Because of the English-only atmosphere at the Workshop, Hiroko was able to focus during the week on her English speaking—a rare opportunity in Japan.

Hiroko hopes to return to the Workshop in the future, and we look forward to seeing her again! -jc

...Twelfth time, too!



Toshikazu Yamato, known as "Toshi" to those who have been to the Workshop before, comes from Miyagi prefecture where he teaches at Ishinomaki Commercial Senior High School.

He has been teaching for 13 years.

This summer, Toshi attended the Workshop for the twelfth consecutive time! He keeps coming back because he feels energized by the atmosphere at LIOJ, and because he learns teaching techniques that he can put to use with his students. He enjoys the opportunity to speak with other participants using English at all times; and loves dancing, singing, and enjoying International Night where, this year, he again impressed us with his talent on the piano.

Toshi encourages everyone to come back to the Workshop and to bring their friends! jc

2001 Workshop Participant Awards

- Participants who traveled the greatest distance to the Workshop (Japan): Takayuki Yoshizawa, from Akita prefecture, and Hiroko Kimura, from Kagoshima, win our North and South awards, respectively.
- Participant who traveled the greatest distance to the Workshop (Int'l): Abdullah Ismail, from Malaysia. Hope you had a good trip!
- Participant who traveled the shortest distance to the Workshop: Takeo Ishiwata and Megumi Katsumata, both from Odawara. We'll have to get the tape measure out!
- Participant who has attended the Workshop the most times: Minoru Nanatsumura, from Aichi prefecture. Both Minoru and LIOJ have lost count, but it's up around thirty times. Continuing congratulations, Minoru!
- Participants who have attended the Workshop the fewest times: Thirty-one teachers joined us for the first time this summer. Welcome, everyone!
- School that sent the most participants (new award): Seiryu Junior & Senior High School, Tokyo - 7! And LIOJ teachers had a great time at the summer camp with Seiryu students this year!



Participants

Well, everyone seemed to enjoy the program again this year. Here is just a sample of participant comments overheard at the LIOJ Workshop.

"I found the week to be most enjoyable and very challenging. People were friendly and it was a very nice atmosphere."
-Motoko Tsuda, Tokyo

"It's been a very interesting and enjoyable week for me."
-Kaz Sumimoto, Kanagawa

"This doesn't feel like a conference. This feels like being with old friends."
-Galina Reveko, Russia

"I go to a lot of conferences, but I think LIOJ's is the best because of its length and variety of presentations which make me think at a high level. And I also like the fact that I have to speak English only."
-Fumio Nakano, Kanagawa

"I'm completely satisfied with the atmosphere of the institute, the morning class, the presentations, the accommodation, and the food."
-Manji Shikata, Osaka

"I was so happy to share my room with a foreign guest."
-Nobuko Amabe, Tokyo

"I don't want to go home!"
-Rieko Nagai, Gunma

"I feel like I'm not even in Japan. It's very comfortable speaking English."
-Kim Gilwon, Korea

"LIOJ means 'Liberal, International, Oratorical, Joyful!'"
-Nobuo Ookawa, Tochigi

We hope to see YOU at the next Workshop!

What? the 34th Annual LIOJ International Summer Workshop for Teachers of English
Where? LIOJ, Odawara, Kanagawa
When? August 4~9, 2002
What? a week of language classes, teacher training workshops and presentations, and many other activities –all in a residential, English-only environment
Who? 2002 Workshop guests will include Carolyn Graham and Penny Ur

High school students visit LIOJ for English intensive camp

Every year at LIOJ, we welcome hundreds of junior and senior 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. We have also been successful in providing groups of students with functional pre-departure training for overseas trips.

This school year, we will host students from Fukagawa High School (Tokyo),

Goryogadai High School (Kanagawa), Hachioji Koryo High School (Tokyo), Odawara Jyonai High School (Kanagawa), Seiryu Junior & Senior High School (Tokyo), and Tokyo Jogakkan Girls' High School (Tokyo).

Teachers interested in learning more about LIOJ high school programs are encouraged to contact our office for details.

Can we design a course at LIOJ for your students?

Do you have POSSEE? See page 9!

事務局からのメッセージ . . .

今年も8月5日から10日までの間、第33回サマーワークショップを開催致しました。今年もアジアから5名の参加者を招聘し、皆様のお蔭を持ちまして、無事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でのご連絡も歓迎致します。) また、お知り合いで御興味をお持ちの先生がいらっしゃいましたら、是非ご紹介頂けます様お願い致します。

さて、このニュースレターも発行を開始して5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、2002年8月4日～9日まで第34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。来年は当財団の創立50周年の年にあたり、LIOJとしても記念事業に携わるため、ワークショップにご参加頂いている先生方にも色々な面でご協力をお願いする事があると思います。その際にはどうぞよろしくお願い致します。

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。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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