

# LIOJ Workshop 2002

Newsletter of the 34<sup>th</sup> Annual International Summer Workshop  
for Teachers of English

Language Institute of Japan - Odawara, Japan

August 4~9, 2002

## Penny Ur discusses approaches and methodologies in opening plenary



Penny Ur

The last 40 years or so of EFL education have seen many approaches to teaching. Three of these have been the grammar translation method, audio-lingualism, and the communicative approach. Can any one of these in itself provide a model for effective and efficient language teaching? Is there an 'ideal approach' to language teaching?

In the opening plenary of the 34<sup>th</sup> Annual International Summer Workshop for Teachers of English, **Penny Ur** posed these questions. She invited the participants to discuss amongst themselves the advantages and disadvantages of each approach.

[See **Penny Ur**, page 3]

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## LIOJ hosts 34<sup>th</sup> Workshop

LIOJ hosted its 34<sup>th</sup> Annual International Summer Workshop for Teachers of English from August 4<sup>th</sup> to 9<sup>th</sup> at Asia Center Odawara.

Seventy-two participants, including teachers from Korea, Malaysia, and Russia, 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 **Kip Cates** (Tottori Univ.), **Carolyn Graham** (New York Univ.), **Mark Litwicki** (Loyola Univ. Chicago.), **Alan Maley** (Assumption Univ., Bangkok), and **Penny Ur** (Haifa Univ., Israel). -jk



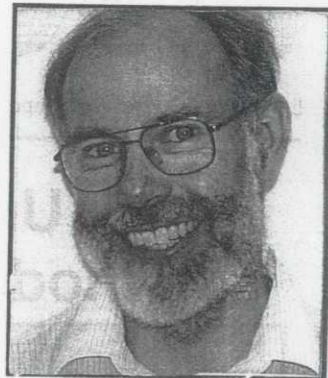
## Morning Classes

At this year's Workshop, participants took part in one of six morning classes. The following are brief class summaries.

### **Kip Cates**, Tottori University

*Teaching for World Citizenship through Multicultural Theworkork*

Kip is a leader in the field of global issues in language teaching, and it was wonderful to have him doing a morning class at the Workshop again this year. His class explored teaching ideas and techniques from the fields of global education, multicultural education, and education for international understanding. He provided participants with information on peoples, foreign countries, and world cultures, while demonstrating a variety of practical ways to teach language and open their students' eyes to the world. Kip also shared a lot of information on the United Nations and its activities during International Night. -jk



### **Tracey Cook**, LIOJ

*Developing Your General English Skills (Level A)*

In Tracey's morning sessions, participants had the opportunity to brush up their speaking skills. The group worked on improving their vocabulary, fluency, pronunciation, and listening through a variety of language activities, including individual, pair, and group work; discussion; debate; vocabulary games; and role plays. A variety of resources were used as aids for participants to improve their fluency, and to gain confidence in using English. These included music, video, media, and visual resources. In addition, participants had opportunities to discuss how some of the activities could be adapted to suit their own classroom situations. -tc

### **Frances Devaney**, LIOJ

*Developing Your General English Skills (Level B)*

The focus of Frances's class was on active participation in a variety of activities, ranging from typical textbook materials to creative project work and debating. Brainstorming sessions throughout the week allowed participants the chance to bounce ideas off one another and pick up some useful ideas for their classes. Participants were great at mixing and taking part in pair and group work. There was a great deal of humor among members of the group and everyone got along splendidly. At the farewell ceremony, the class entertained everyone with an original rendition of the Beatles "Two of Us," with clever lyrics written by one of the class members. -td



### **Young Shin Kim**, LIOJ

*The Korean Language: Reflecting on EFL Teaching by Learning a New Language*

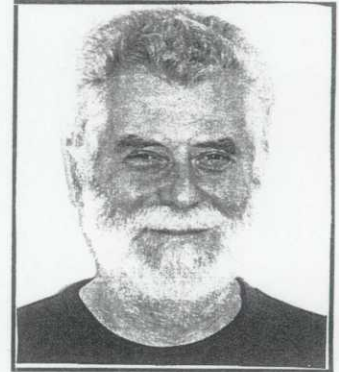
Young Shin's Korean course for absolute beginners was designed to provide participants with a chance to learn a language and think about their own students' needs in their English classroom. Early on, participants were engaged in basic speaking, listening, reading, and writing activities, taught solely in Korean. Later in the week, everyone discussed aspects of Korean culture, such as history, customs, and food. On Thursday night, the class went to a Korean restaurant in town and everyone ordered a meal in Korean! All participants, including special guest, Penny Ur, learned the Korean folk song, "Anirang," and performed it at the closing ceremony. -ysk

## Morning Classes



**Alan Maley**, Assumption University, Bangkok  
*It's Only a Game...*

*"It's only a game. It's only a game. That's what we thought when we first came."* And so went the poem read by Alan's class during the closing ceremony of the Workshop. In class, participants learned how games are a fun, motivating, and effective way of introducing and practicing a foreign language. *"But the game's just a frame to put the fun in ~ to get the words out. It's what's in the frame that matters."* Participants also played and discussed a variety of games that are suitable for use in the language class, and shared their own games during class. Everyone came away with a collection of games for their own classes. *"But we're no longer the same. After playing the game ~ See what we became!" -amijk*



**Diane McCall**, LIOJ

*Communication in the Junior and Senior High School Classroom: An Ideas Pool*

With 15 participants from a variety of teaching backgrounds; Japanese, Korean, Malaysian and Scottish perspectives; and lots of talkative and interesting people; Diane's class make-up was designed to ensure a lively and stimulating week! Every day, the class took part in a variety of communicative activities. This gave everyone the excuse to have fun and pretend to be teens again, a task entered into with much energy! Participants were given opportunities to discuss, develop, and adapt teaching ideas. Everyone also entered into the spirit of sharing, and all participants left with some interesting new ideas provided by peers. This group had a lively sense of humour and the atmosphere was always one of laughter and friendliness! -dm

[Penny Ur continued from page 1]

Each participant had much to contribute as they shared their personal language-learning experiences as students, along with what they are currently doing in their own classrooms. Some comments included, "The grammar translation method doesn't teach students to speak....but it stops the students from feeling shy and insecure..." "The audio-lingual method encourages students to speak....but can be boring and limiting..." "The communicative approach is fun!!!!....but doesn't get rid of 'fossilized' grammatical errors or give students a firm, grammatical framework..." In other words, each methodology has its own pluses and minuses.

Penny warned against 'throwing the baby out with the bathwater' by adopting extreme forms of each methodology used to the exclusion of everything else, but remarked that, "...teachers are usually sensible enough to recognise a balance is more effective." After all, all of these methods contain aspects which make an enormous contribution to students' language acquisition. If we try to learn many methodological approaches—as opposed to just sticking doggedly to one—this will ensure that we end up with a useful variety of teaching methods that we can use in a combination that seems most appropriate for our students, based on our own, personal pedagogy.

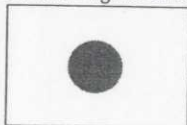
Penny ended her plenary by suggesting that there is no one, ideal approach to language teaching and that, "The answer to my original questions, Which approach? Which methodology? is, 'YOUR approach and YOUR pedagogy!'" -dm

*[In addition to the opening plenary, Penny gave presentations throughout the week; and, along with her husband, Yair, shared information with participants about Israel during International Night.]*

## International Scholars



**Daiichiro Ikemura**  
Kyoto Prefectural  
Suzaku High School



**Natalia Somova**  
Blagoveshchensk  
Secondary School



**Daiichiro Ikemura** is a teacher at Kyoto Prefectural Suzaku High School. He was selected as one of two Japanese teacher scholars for this year's LIOJ Summer Workshop.

Daiichiro's research interests are teaching listening and language information processing, including auditory and visual word recognition. These interests meshed well with his presentation, which was entitled *Effectively Overcoming Listening Difficulty*.

In his presentation, he discussed how teachers' previewing of key words – auditorily and/or visually – can enhance students' comprehension of listening texts.

Daiichiro expressed satisfaction with his Workshop experience overall; and with participating together with the scholars from overseas, in particular: "It's a good idea to invite scholars from around the world. No other seminars in Japan do that."

Daiichiro has an M.A. in language pedagogy from Himeji Dokyo University and is currently working toward a Ph.D at Nagoya University's Graduate School of Human Informatics. -jk

**Natalia Somova** has been an English teacher since 1981, when she graduated from the Blagoveshchensk Pedagogical Institute. She was the assistant principal of a secondary school for seven years. She is currently a teacher, and her students range in ages from 8 to 17.

Natalia represented the Far Eastern English Language Teaching Association (FEELTA) at the Workshop and gave two presentations.

In the first, she introduced the "tactile contact" method to the participants, and discussed how teachers can help students utilize their senses in their learning process. Participants were involved in finger-printing, sculpting, and acting out ideas.

In her other session, Natalia talked about how English teaching has evolved in Russia over the past ten years. She shared activities that have worked well with students in the Far East, such as creating posters and self-made books with tasks and pictures. She also showed videos of her town, school, and out-of-class activities. -ysk

### **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, and MELTA.

## International Scholars



**Tan Chai Whatt**  
Seri Mahkota  
Secondary School



**Tan Chai Whatt** was this year's Malaysian scholar participant. He is the head of his school's department of English, a teacher trainer, and a member of the resource personnel for the State Education Office. He writes school workbooks and teaching modules, and was recently awarded the Melaka State Teacher's Day "Innovative Teacher" Award.

He shared his ideas in two presentations during the Workshop: *English Language Education in Malaysia* and *Pre-reading Activities for Teaching Literature Texts*. The former focused on the history, current issues, and the future of English language education in Malaysia, including a recent innovation called the "SMART School." The latter presentation engaged participants in many stimulating pre-reading activities, which they could take back to school and use to liven up their teaching of literature. -gc



**Suh Oo-sheek**  
Nonsan Daegon  
High School



**Suh Oo-sheek** teaches English at Daegon High School in Nonsan, Korea, and is an active member of Korea TESOL's Daegon chapter. He wrote a thesis on *The Great Gatsby* for his BA. from Korea University.

In his presentations at the Workshop, Oo-sheek shared methods that he has used successfully in his English classes in recent years in an effort to help improve his students' communicative competence in English. He also reviewed the reform of the high school English curricula in Korea, which started in 1992 when the Ministry of Education began encouraging communicative teaching.

Oo-sheek had a good time at the Workshop, and seemed to enjoy meeting people most. "There are so many good things about this conference, but I think the best thing is the people," he said. -ysk



**Masayo Yada**  
Meiji Junior &  
Senior High School



Because not all students are interested in speaking about the same topics, English teachers need to put thought and care into choosing the right content for classroom discussion. Ideally, this process should involve maximum student input.

In her presentation on *Choosing Topics for Debate and Discussion*, **Masayo Yada** led participants in a discussion on what topics secondary students might enjoy, and how to select subject matter for students to talk about. Happily, everyone in the group seemed to enjoy talking about this.

Masayo was one of two Japanese teacher scholars at this year's LIOJ Summer Workshop. She has a BA. from Tokyo University of Foreign Studies, and she recently obtained her M.A. in TESOL from Teachers College, Columbia University. -jk

## Featured Speakers

### **Carolyn Graham**, New York University

In her 'Writing and Performing Jazz Chants' presentation, Carolyn Graham offered participants a step-by-step formula for creating Jazz Chants of their own. Moreover, she soon had participants lost in a world of jazz, clapping, chanting and foot-stamping as the presentation proceeded!

In a fun, stimulating and participatory way, Carolyn showed us how the rhythms of jazz can provide a wonderfully suitable way for 'feeling' the rhythms of the English language; she demonstrated how incorporating Jazz Chants in lessons can help students practice stress and intonation, reinforce grammar, and acquire the language appropriate to themselves.

Coming up with our very own Jazz Chants initially seemed like a daunting task for many participants! However, in a fun and easily-grasped way, Carolyn showed us that it was indeed possible, and soon had everyone feeling a lot more confident as we learned the formula for building our own. Carolyn also showed us just how adaptable and useful Jazz Chants can be and how much they can be personalised to suit each teacher and each class as we went through a variety of teaching points and saw the endless possibilities for our future lessons.

This presentation was a lot of fun, with one half of the class chanting back cheeky retorts to the first halves' comments! Everyone laughed and smiled throughout, and a great selection of music was much enjoyed by all.

Carolyn has taught at New York University and Harvard and is currently teaching workshops in the New York School of Education and Teachers College, Columbia University, New York and Tokyo. -dm



### **Kip Cates**, Tottori University

Kip Cates has been a powerful force in shaping the discourse surrounding global issues in Japan. His recurring message throughout the Workshop seemed to be, "We are citizens of the world, the members of a common family."

In his sessions with participants, as well as at International Night, he raised our level of international understanding, in addition to showing us how we can make our classes into "windows to the world" for our own students. Kip brought videos, music, currency, newspapers, and costumes, and shared with us the excitement of multicultural education. In a presentation on teaching global issues through video, he showed the audience how we can use this media to bring the message of our role in protecting the environment home to students.

Kip's excitement about language education was both invigorating and infectious, and this itself made him stand out as an educator who is truly "world" class. -ss

## Featured Speakers



**Mark Litwicki**, Loyola University Chicago

In his presentation on *Japanese Students Abroad: Views From Teachers in the United States*, Mark Litwicki provided participants with the opportunity to reflect on their own experiences as language learners studying abroad. Participants discussed and debated a preliminary survey of English teachers in the United States who were asked for their impressions of Japanese students in their classes.

Mark conducted four other presentations, one of which was a look at *Contexts and Meaning: Building Natural Vocabulary with Collocation*. He used sample classroom activities to give a number of practical suggestions.

In his presentation on *Grammar, Writing, and Fluency: Connections and Ideas for the Classroom*, teachers examined writing samples and discussed the importance of developing good grammar alongside good writing skills.

*Gridwork for Authentic Reading without Frustration* introduced the concept of digesting a piece of text using simple grids or tables to understand the logical relationship of ideas in the text.

In his final presentation on *Happy Accidents: From Life to Language Lesson in 30 Seconds*, Mark discussed how sometimes the most memorable language learning experiences are those which come up unexpectedly. -fd

**Alan Maley**, Assumption University, Bangkok

Many language teachers globally have been influenced by Alan Maley's contributions to our field. For the past several years, Alan has also been contributing more locally with his participation in our Summer Workshop. This year, among the ideas he shared were ways of working with texts.

In his presentation *Using Literature in the Language Classroom*, Alan invited us to share with our students what he called literature with a small "l," those pieces of prose and poetry that might not be among the classics, but that still touch us. The ideas that he shared were adaptable to a variety of contexts, and were highly accessible. Among other things, we were invited to take a piece of prose describing a striking image and divide it into the lines and stanzas of a poem, according to our own readings of the texts. Sharing what we produced with other participants was a beautiful moment when we saw how truly personal a reading of a text is.

Alan raised our awareness that literature can be a powerful tool for working with students in the class; and it is also effective for sharing our understanding of language, as well as a bit of each others' lives. -ss

## 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. Forty-eight presentation titles were offered during the week on a range of themes (see below). LIOJ would like to thank all who contributed to this year's program!

**Oliver Bayley**, Oxford University Press

- *Turn Your Readers into Bookworms*

**Stuart Bowie**, Thomson Learning

- *Teacher's Grab-bag: Tricks o' the Trade*

**Kip Cates**, Tottori University

- *Using Video to Bring the World into Your Classroom*

**Gabriella Cseh**, LIOJ

- *Beyond Grades: The Role of Extrinsic and Intrinsic Motivation in EFL*
- *Exploring Ways of Using Music in the EFL Classroom*
- *Let's Explore Hungarian Culture Together*
- *Teaching Grammar by Pictures*

**William Gatton**, DynEd Japan

- *English for Success in Junior High Schools*

**Jonah Glick**, Pearson Education Japan

- *Addressing Relevance and Motivation*

**Carolyn Graham**, New York University

- *Creating and Performing Poetry in the Classroom*
- *An Evening of American Popular Song*
- *Grammarchants*
- *Music and Movement in the Classroom*
- *Storytelling in the Language Classroom*
- *Writing and Performing Jazz Chants*

**Alastair Graham-Marr**, Tokai University; ABAX, Ltd.

- *Keys to Listening: Illuminating the Language*

**Mayuka Habbick**, E for Ju

- *Practical Activities for Today's Classroom*

**Scott Habbick**, Oxford University Press

- *Hip Tips for Teaching Teenagers*

**Helen Halligan & Sheena Palmer**, The British Council Tokyo

- *Correcting Written English*

**Daichiro Ikemura**, Kyoto Prefectural Suzaku High School

- *Effectively Overcoming Listening Difficulty*

**Maurice Jamall**, Seikei University; ABAX, Ltd.

- *A Framework for Task Selection*

**Jim Kahny**, LIOJ

- *Designing a Summer Camp for High School Students*
- *The Ultimate Language Board*

**Mark Litwicki**, Loyola University Chicago

- *Contexts and Meaning: Building Natural Vocabulary with Collocation*
- *Grammar, Writing, and Fluency: Connections and Ideas for the Classroom*
- *Gridwork for Authentic Reading without Frustration*
- *Happy Accidents: From Life to Language Lesson in 30 Seconds*
- *Japanese Students Abroad: Views from Teachers in the United States*

**Alan Maley**, Assumption University, Bangkok

- *Performing Texts*
- *Using Literature in the Language Classroom*

**Stephen Shrader**, LIOJ

- *The ABC's of Learner Autonomy/Empowerment*
- *Second Language Acquisition (SLA): Connecting Theory and Practice*
- *The Teacher "Trainer" Workshop*
- *Zero English: Designing Courses for Beginners*

**Natalia Somova**, Blagoveshchensk Sec. Sch., Russia (FEELTA)

- *Teaching English through Story-making and Critical Thinking*
- *TEFL in Russia*

**Ron Start**, eigoTown.com

- *Assessment of Spoken English Ability-Not Using TOEIC*

**Suh Oo-sheek**, Nonsan Daegon High School (Korea TESOL)

- *How I Teach High School EFL in Korea*
- *The Reform of High School English Curricula in Korea*

**Kumiko Takahashi & Kazue Imori**, Scholastic

- *How to Motivate Your Most Reluctant Spellers and Grammar Learners*

**Tan Chai Whatt**, Seri Mahkota Sec. Sch., Malaysia (MELTA)

- *English Language Education in Malaysia*
- *Pre-reading Activities for Teaching Literature Texts*

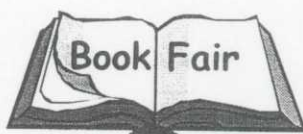
**Penny Ur**, Haifa University, Israel

- *How Useful Are Grammar Rules and Grammar Practice for Foreign Language Learning?*
- *Motivation and Interest in Language Lessons*
- *Time Use in Language Lessons*
- *What Can We Learn from Research?*
- *Which Approach? Which Methodology?*

**Masayo Yada**, Meiji Junior & Senior High School, Tokyo

- *Choosing Topics for Debate and Discussion*





## 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 companies that supported the Book Fair...

### ABAX

The British Council Tokyo  
Cambridge University Press

DynEd Japan

EFL Press

E for Ju

egoTown.com

The English Resource

Independent Publishers International

Mikasa Book Center

Nellie's Group

Oxford University Press

Pearson Education Japan

Scholastic

School Book Service

Thomson Learning

## Perspectives on Secondary School EFL Education



A Publication in Commemoration  
of the 30<sup>th</sup> Anniversary of  
the Language Institute of Japan

Jim Kahny and Mark James, Editors  
Language Institute of Japan

Do you have *POSSEE*?

## *Perspectives on Secondary School EFL Education*

*Perspectives on Secondary School EFL Education (POSSEE)* is a lively collection of articles packed with information and ideas. *POSSEE* 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 book features:

**J.D. Brown** reporting on test "washback" in "University Entrance Exams Their Effect on English Language Teaching in Japan";

**Kip Cates** discussing ideas for giving the EFL classroom an international dimension in "Strategies for Internationalizing Your English Classroom";

**John Fanselow** offering various tips and ideas on doing role plays in "Role Playing as a Contrivance";

**Colin Granger** introducing "grammar characters" as a fun and clever way to teach grammar in "Giving Grammar a Human Face";

**Barbara Hoskins** outlining a plan for creating a reading program for junior high school in "A Reading Compromise for Junior High English";

**Lance Knowles** offering advice to teachers who plan to use multimedia in the EFL classroom in "Preparing to Use Multimedia to Teach English";

**Alan Maley** detailing the advantages of "performing" rather than reading texts in "Making the Text Speak";

**Yoko Matsuka** giving tips to primary teachers in "English Education in Elementary Schools: Five Ideas for Teaching Communication";

**Sen Nishiyama** taking a humorous look at the pitfalls facing students who attempt to use slang in "English-Weeding Out the Bad from the Good";

**David Nunan** discussing aspects of listening comprehension in "Teaching Listening: Research and Practice."

In addition, a special "Focus on Asia" section in *POSSEE* features a discussion on EFL education by teachers in countries around the Asia-Pacific region, including Cambodia, China, Hong Kong, India, Indonesia, Korea, the Philippines, Thailand, and Vietnam. Contributors include **Doray Espinosa**, **Chaleosri Pibulchol**, **Tran Van Phuoc**, and **Wai King Tsang**.

*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, check out the *POSSEE* Website at <http://www.geocities.com/lioj/geo/possee2.html>.

(*POSSEE*, edited by **Jim Kahny** and **Mark James**, is a publication of the Language Institute of Japan.)

## Participants

### English only: A cornerstone of the Workshop

This year, a majority of teacher participants cited improving their English as their most important reason for coming to the Workshop. To help teachers work toward this goal, "English only" has long been a cornerstone of the LIOJ Workshop.

The Workshop provides a good atmosphere for building a community whose means of communication is English. We invite teacher participants from other countries who do not speak Japanese. There are classes geared specifically for English practice, presentations designed for learning things in English, and social events for opportunities to use English even more on a less formal basis.

Here is a sample of teacher comments from evaluation forms on the English-only Workshop.

- "At first, it was uncomfortable since I'm speaking English with Japanese people, but soon I found it natural for us to speak English."
- "It is good. This gives us a real situation in which we have to explain everything in English, from trivial things to complicated matters."
- "We don't create such a chance even when we travel abroad. [LIOJ] should keep this policy."
- "It's really nice. I sometimes forgot that I was speaking English."
- "Can't find the place like this anywhere in Japan. I think it's very valuable."
- "We should keep the policy. That is one of the unique characteristics of this workshop."
- "It's great. We can't have this kind of experience in daily life! Just to see that all the teachers are communicating in English is encouraging."
- "I like this atmosphere very much."

ik

### 2002 Workshop Participant Awards

- Participants who traveled the greatest distance to the Workshop (Japan): Makiko Shigehisa, from Hokkaido, and Kaori Nakamura, from Hiroshima, win our North and West awards, respectively.
- Participant who traveled the greatest distance to the Workshop (Int'l): Tan Chai Whatt, from Malaysia. Hope you had a good trip!
- Participant who traveled the shortest distance to the Workshop: Takeo Ishiwata, Megumi Katsumata, and Sachiko Ueda, 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 now more than thirty times!
- Participants who have attended the Workshop the fewest times: Forty-three teachers joined us for the first time this summer. Welcome!
- School that sent the most participants: Seiryō Junior & Senior High School, Tokyo - 7! And LIOJ teachers again had a great time at the summer camp with Seiryō students this year!



Closing Ceremony features musical performance by Carolyn Graham

### Workshop ends on musical note

This year's LIOJ Summer Workshop ended on a high note – literally. At the Closing Ceremony, participants first received their certificates from their morning class instructors.

Then, in a spirit of fun, several classes gave memorable musical performances.

Frances Devaney's class sang "All of Us," a personalised reworking of the Beatles' song, "Two of Us," which encapsulated their experiences at this year's Workshop.

Young Shin Kim accompanied her class on the violin as they sang the Korean folk song, "Arirang."

Kip Cates further enhanced the international flavour of the Workshop by singing with his class the Disney song, "A Whole New World."

Alan Maley led his class in a recitation of his original poem, "It's Only a Game," which was a clever verse summary of the class.

Finally, Carolyn Graham closed the Workshop in true style. She treated the audience to Jazz Chants and several numbers of American popular music from the turn of the century to the sixties. She discussed how all the tunes she presented could be adapted for use in the classroom.

Everybody participated, and the 34<sup>th</sup> Annual LIOJ Workshop ended in very good company with song and plenty of laughter. -tc

## 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 learned various things and met a lot of teachers including presenters who are generous, academic, and warm-hearted. I really enjoyed it." - Noriko Taniguchi, Aichi

"LIOJ stimulated us in every moment, even at night. Thank you for sleepless days." - Aya Ueno, Kanagawa

"This Workshop is the biggest program in Japan, I think. I was very impressed with morning regular class, and could enjoy various kinds of activities." - Hiroshi Nishizawa, Nagano

"This was my first participation in the LIOJ Workshop. I was deeply impressed with the learning attitude of the participants, as well as the content of the seminar. Recently, I had lost my desire to attend seminars, but my experience in Odawara might change my recent tendency. I was awakened and encouraged by all of you!" - Kenzo Matsumoto, Chiba

"There are a lot of English workshops for teachers, but not so many allow us to choose presentations. That's one of the good points of this Summer Workshop." - Mikiko Aoyagi, Kanagawa

"The splendid lectures inspired me a lot and the English speaking atmosphere was so natural." - Akemi Honjo, Kanagawa

"My twin daughters are two years old. My dream is to participate at LIOJ with them in 20 years." - Takayuki Yoshizawa, Akita

"It is a great experience for me to speak in English in the cafeteria, make friends and get lots of information." - Akimi Nishizawa, Tokyo

"I really like it that we can stay the night. This means we have many more chances to make friends and find great ideas!" - Emi Hida, Kanagawa

We hope to see YOU at the next Workshop!

What? the 35<sup>th</sup> Annual LIOJ International Summer Workshop for Teachers of English  
Where? LIOJ, Odawara, Kanagawa, Japan  
When? August 3~8, 2003  
What? a week of language classes, teacher training workshops and presentations, and many other activities—all in a residential, English-only environment  
Who? internationally-known guest speakers, scholars from around Asia, LIOJ faculty

## 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),

Hakusan 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4日から9日までの間、第34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3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等にて様々なご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ご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、ご質問等も含め、お声をお寄せ下さい。(emailでのご連絡も歓迎致します。)また、お知り合いでご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、このニューズレターも発行を開始して6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ご活用いただければ幸いです。

来年度のワークショップは、2003年8月3日～8日まで第35回を開催致します。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。来年は35周年という節目の年にあたり、LIOJとして記念となるような事業を計画しております。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。ご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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