



LIQJ Workshop 2003

Newsletter of the 35th Annual International Summer Workshop
for Teachers of English

Language Institute of Japan - Odawara, Japan

August 3~8, 2003

Lance Knowles discusses teaching to make a difference in opening plenary



Lance Knowles

In his opening plenary, Lance Knowles asked us: Do we want to make a difference? Make our lives count for something? How can we be agents of change in our classrooms?

In the 35 years since the LIOJ Workshop began, we have seen a lot of changes in language education in Japan – in the change of methods and approaches (from grammar translation to the communicative approach) and, more recently, in technology (from the cassette recorder to e-learning). However, some things have *not* changed. These include: large classes, the current examination system (How can you motivate people to learn English just to pass tests?), the neglect of the listening skill, the English proficiency of the teachers and poor test results. Lance laughed as he said that 'Kinpachi Sensei' illustrates just how tough it is teaching in Japan! He also added that, judging by the smiling audience in front of him, it was good to know there are survivors out there!

[See Lance Knowles, page 3]

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LIOJ hosts 35th Workshop

LIQJ hosted its 35th Annual International Summer Workshop for Teachers of English from August 3rd to 8th at Asia Center Odawara.

Teachers from Burma, Korea, Malaysia, and Russia, and sixteen prefectures in Japan, came to help LIOJ celebrate the milestone year and take part in a week of language classes, teacher training workshops and presentations, and other activities conducted in a residential, English-only environment.

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 **Shari Berman** (Japan Language Forum, Hawaii), **Elizabeth King** (Kyoto Bunkyo University), **Lance Knowles** (DynEd International), **Alan Maley** (freelance teacher/consultant), **Barry Tomalin** (University of Westminster, London), **Rob Waring** (Notre Dame Seishin University), and **Kensaku Yoshida** (Sophia University). -jk



Morning Classes

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

Nicole Abrahamson, LIOJ
Developing Your General English Skills (Level B)

In this class, Nicole and participants in her morning class focussed on vocabulary, pronunciation and fluency activities, with the goal of improving everyone's English language skills in general, and speaking and listening skills in particular. Activities required participants to take part in a lot of pair and group work, as well as share ideas with other class members, giving everyone maximum opportunities to "brush up" their English. Sessions ended each day with a discussion and exchange of ideas as to the best way to adapt the activities used in class for use in participants' own classrooms. -na

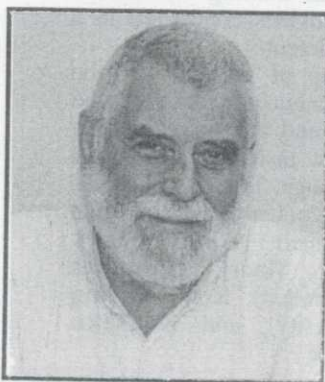


Elizabeth King, Kyoto Bunkyo University
Communication Every Way

In Elizabeth's morning sessions, participants made use of theater exercises and their own creativity to discover and increase all their powers of communication. The class practiced verbal and non-verbal communication skills; and worked on voice, awareness of breathing, listening skills, and relaxation techniques. The course goal was to empower participants to use English more effectively and confidently in the classroom. As a special treat, on the final afternoon of the Workshop the class members presented an original play featuring the characters from Doraemon. The sketch was a hit with the audience. -ek/jk

Paula Landers, LIOJ
Developing Your General English Skills (Level A)

We combined lively activities to review what participants already knew about reading and writing, with new approaches to working on pronunciation improvement. Participants prepared for the Book Fair by practicing potential conversations with book sellers. They also interviewed speakers of English about a holiday. Since we were lucky to have two cultures represented in our class, a variety of comparative observations surfaced concerning each topic. Participants suggested various pronunciation difficulties or other areas of concern with English and each class member dealt with one of those issues. -pl



Alan Maley, freelance teacher/consultant
Tell Me a Story: Using Stories in the Language Class

Stories are all around us: If we exist, we have stories to tell. And our students are immediately "hooked" by the magic words, "Once upon a time..." During the week, Alan's class explored several different types of story, including personal anecdotes, folk tales, urban myths, "wise" stories that help us reflect, and very short fictions. The group focused on the oral telling and re-telling of stories in class, and other kinds of language activities which emerge from working with stories such as role play, creative writing, illustration. During the farewell party, the class gave a performance of the short story, "Stone Soup," and then we all "lived happily ever after!" -am/jk

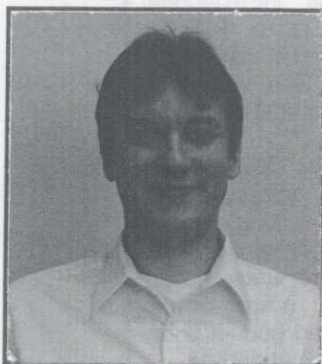
Morning Classes



Diane McCall, LIOJ

Activities to Motivate Junior and Senior High School Students—Join Us!

This was a fun morning class! We had a group of energetic participants who were eager to get the most they possibly could out of these sessions. There was a lot of sharing of ideas, brainstorming, and encouragement. It was a supportive and special environment. Every day, participants took part in a variety of games and activities and were given opportunities to discuss and develop these ideas, particularly on how to adapt them for their own teaching contexts. This group had a lively sense of humour, as all Workshop guests and participants were able to see for themselves during the fun skit at the goodbye party! The atmosphere in class was likewise one of fun and friendliness, and we all learned a lot from each other. -dm



Stephen Shrader, LIOJ

Language Teaching 101

In this morning class, participants learned about key principles in language teaching – the language teaching basics. Topics covered included the four skills, teaching grammar, the difference between techniques and methods, and testing and evaluation. It was a good chance to encounter important ideas in language teaching, as well as find out what other teachers are doing in their own classes. The group itself was interesting, as the class attracted junior and senior high school teachers, as well as a soon-to-be teacher, a private teacher, and our Thai scholar, Subeda Pathan. Thank you to the participants, who made the morning class wonderful! -ss

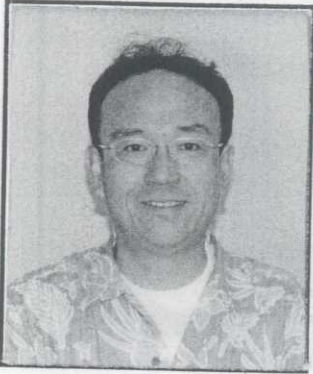
[Lance Knowles continued from page 1]

So, is traditional language learning inefficient? Can any of the new changes make a difference? One example of change in language teaching approaches has been that of technology. Computer Assisted Language Learning, Lance tells us, is not a way to replace the teacher, but to *assist* the teacher. It is a useful tool in helping us to teach listening skills as it provides the student with the opportunity for much *practise*. Conventional instruction tends to neglect practise and over-emphasise the text and short-term memorisation. With multimedia language learning, 60% can be practise. Lance believes that the time spent reviewing material is the point at which real learning takes place. Giving the student the opportunity to do so is vital.

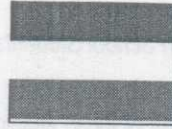
The use of technology in our classrooms is one way we can effect change. The governments in Myanmar and Malaysia have invested resources in computer technology; however, Lance warns, many systems must work together to support these changes effectively. Ongoing teacher training and technical support is vital for ensuring these changes succeed, and investment in teacher training is crucial. While some people fear and fight change, Lance suggests that it is inevitable, and we should be either for or against it. The question is, should we facilitate or shape change or merely be a passive receiver? And if we *do* wish to assume an active role, how can we effect change in *our* classrooms? We can do so by making small changes. Here are Lance's guidelines for making a difference: Question the way you do things; make that dictation better and play that tape three times instead of twice. Reduce problems to manageable bits by prioritising. Be patient but persistent. Do your homework and be informed. Avoid black and white approaches. Communicate and work with others. Have a purpose. Work hard, live life fully, and have some fun in the process! It is important to recognise your own value and have the confidence to try new things. Good teachers take risks. So, what will your role be? Lance asks, Agent, supporter, or resistor of change? -dm

[In addition to the opening plenary, Lance gave four presentations at the Workshop.]

International Scholars



Shinji Watanabe
Higashi Katsushika
High School, Chiba



Tatiana Lupacheva
Vladivostok School
#26, Russia



Russia

Shinji Watanabe has been teaching at public high schools in Chiba prefecture for over twenty years and is currently a teacher of English at Higashi Katsushika High School. He was selected as the Japanese teacher scholar for this year's LIOJ Summer Workshop.

Shinji is in charge of the reading and writing curricula for third grade students at his school. During the week, he shared an assortment of ideas on teaching reading in his presentation entitled, *Communicative Activities in High School Reading Classes*. In his session, Shinji explained a method of measuring students' reading speed.

In addition to his presentation, Shinji—along with fellow Workshop participants—entertained everyone during the farewell dinner with a humorous skit that featured some energetic Russian dancing!

Shinji is a graduate of Waseda University and has taken part in a variety of teacher training seminars in Japan and the UK. -jk

Tatiana Lupacheva is the international scholar from Russia. She is a FEELTA organizer and graduated from the Far Eastern National University. She currently teaches English to senior high students at the School of European Languages.

In *Teaching Conversation Skills with Emotions and Ideas*, she was animated and energetic. Tatiana led us in writing poetry about ourselves and in a number of speaking practice exercises. Participants were asked to go beyond their shyness many times. There was plenty of laughter and good-humor, along with almost constant physical activity.

Her second presentation covered the school in which she currently teaches. In *High School EFL Education in the Russian Far East: A Shift From a Regular to an English Major High School*, participants saw a videotape of a school play that the Tatiana's students created. They also saw intermediate to advanced classroom activities. Participants were impressed with how fluent students sounded. Participants also perused post-high school English proficiency tests that are used in Russia. Other writing and reading exercises were then introduced. Again, participants were impressed with the speed at which students reached such an advanced level. -pl

LIOJ 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 again this year. We also acknowledge our partners in the program this year: the Far-Eastern English Language Teaching Association, the Malaysian English Language Teaching Association, and Thailand TESOL.

International Scholars



Goh Hai Bee
SMK Puterijaya,
Kuala Lumpur,
Malaysia



Subeda Pathan
Phanitwittaya School,
Chachoengsao,
Thailand

At this year's Workshop, **Goh Hai Bee** presented on the state of English education in Malaysia.

Her session started with a brief introduction to the English education system before independence from the British in 1957, and moved on to focus on the changes in education policy after independence.

She provided the audience with information about the call for curriculum change in Malaysia, its objectives, and the resultant recommendations. Her enlightening presentation gave the audience information on the role of English in Malaysian society, its relationship to Bahasa Malaysian—the national language—and how this relates to language education policy. She showed that language education policy has been set forth to enable the majority of Malaysian students to use English in everyday situations, and to enable a minority to go for higher studies.

She also explained the "clarion call" for English education in Malaysia, "Malaysia can do it," and the hope of education policy makers that Malaysia will continue to be a center of excellence for world-class education, to be a system that will produce Nobel Prize winners and nurture prodigies, to embody the spirit of meritocracy in rewarding outstanding achievers, and to become a "Multimedia Super Corridor."

Hai Bee's energy and enthusiasm for her topic and for English education were infectious, and came through not only in her presentation, but throughout the week. -ss

Subeda Pathan teaches at the Dat Daruni School, a provincial girls' school in Chachoengsao, Thailand, and has taught English for about thirty years. She was selected as the Thai representative for this year's 35th anniversary of the LIOJ Summer Workshop, where she gave two presentations.

Her first presentation, *Developing Learners' English Competence Through The 4 Mat System*, introduced participants to an 8-step method that stimulates both the left and right side of the brain, making it effective for different types of learners.

Her second presentation, *English Education in Thailand*, centered upon the various issues related to English education in Thailand and how the role of the English teacher has changed to help prepare students to use English in their daily lives.

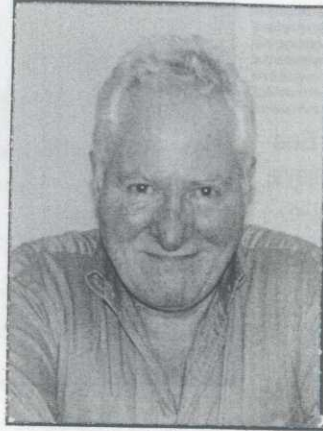
Subeda enjoyed her time at the Workshop and particularly enjoyed the morning classes where she gained a lot of invaluable knowledge and experience. She said that even though it was her first time to present outside her country, the Workshop participants helped her feel comfortable and relaxed. She also has every intention of recommending the LIOJ Workshop to other Thai teachers of English. -sa

Featured Speakers

Barry Tomalin, University of Westminster, London

Participants at this year's Summer Workshop were fortunate to have Barry Tomalin introduce some of his tried and tested, sure-fire ways for teaching culture and for using the video successfully in the classroom.

Barry has been teaching EFL and training others to teach EFL for many years – in addition to having authored a number of books – and is currently visiting lecturer in media and technology at the University of Westminster in London. Participants could choose from a variety of stimulating and extremely practical sessions that Barry offered, including *How to Use the Textbook to Teach Cultural Awareness, Using Video Communicatively in Class*, and *Using Video to Teach Literature and Culture*. -dm



Kensaku Yoshida,

Sophia University

In his plenary session, Kensaku Yoshida, from Sophia University, presented a range of possible solutions to answer the need to improve English education in Japan.

Based on the findings of a survey of Japanese high school teachers of English, he considered areas such as: teacher training to improve both teaching and English skills; the raising of standards in high school, where all students would acquire basic conversational skills; and the amount of high-quality exposure to English required for the students.

He recommended changes in the knowledge-orientated tests, the formation of a communicative English curriculum, and an adaptation of the education environment, which could include I.T., English news at lunchtime, and cultural programmes. -lp

"I'm so impressed by the quality of the teachers here! I wish I had teachers like these when I was a student."

- Yoshiko Isozaki, Kanagawa

"All the presentations were so useful to cultivate our knowledge about education."

- Naho Nawa, Hyogo

"There were a lot of presentations and we can choose. The handouts were really useful."

- Kaori Masada, Kyoto

"The workshops are very practical. We can take back many ideas for our students."

- Yoko Hayashi, Aomori

Featured Speakers



Shari Berman, Japan Language Forum, Hawaii

Shari J. Berman, Japan Language Forum/JLF US, shared many of her interests in the sessions she presented at the Summer Workshop.

In *Understand Your Study Style*, Shari led participants through the process of discovering which side of the brain we most often use. Her next diagnostic tool charted participants' best learning modality. The worksheet gave study techniques for each of the three modalities: auditory, kinesthetic, and visual.

Multi-sensory Teaching Techniques brought out the vocabulary for taste testing and other active exercises surrounding food. Participants completed the session watching "The Iron Chef" in English. We gleaned many good ideas for how to take advantage of food in creating English lessons of all kinds.

What's Your Gourmet IQ? introduced the bigger issues around food: issues such as countries spending money on military budgets instead of on food for people.

A Teacher's Guide to Successfully Interacting with Students Suffering from Emotional Damage walked those in the session through the causes of the most common childhood emotional damage. Participants were introduced to the guidelines Shari has discovered over time while working with children. Using examples from the classroom, participants discussed how best to use Shari's findings to facilitate the learning of troubled students. -pl

Rob Waring, Notre Dame Seishin University

Rob Waring was back again for this year's Workshop, speaking with participants about how to get students to learn a big vocabulary quickly, how to get students to read, and how to design a balanced curriculum.

In speaking about designing a balanced curriculum and issues for reading and vocabulary, he put forth a simple but useful framework for thinking about a balanced curriculum. He proposed a balance of input practice (with a focus on learning new language and using already known language), and output practice (again with a focus on learning new language and using already known language). He suggested that a balanced curriculum would feature all four kinds of practice, and that all were necessary for students to learn effectively. He also proposed the idea that a different balance of these types of practice might be necessary for students at different proficiency levels.

Rob (in the friendly atmosphere of the Workshop) also went on to relate this framework to a cycle of learning, and invite participants to propose activity types for practice of the four skills then categorize them according to the framework. His presentation gave participants an effective way of thinking about curriculum design, and invited participants to take the framework and make it their own. -ss

Presentations

50 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. Fifty presentation titles were offered during the week on a range of themes (see below). LIOJ would like to thank everyone who contributed to this year's program!

Stuart Abrahamson, LIOJ

- *Exchanging Ideas on Problematic Students*
- *Listening Activities for Young Learners*
- *1-800-Stress-Free-Calls*
- *Short and Sharp: Fun Ideas for Young Learners*

Yumiko Akeba, Cambridge University Press

- *Listening Activity: To Make Your Students Speak More*

Shari Berman, Japan Language Forum

- *Helping Students Become Savvy Standardized Test Takers*
- *Multi-sensory Teaching Techniques: Sweet, Scented, Smooth, Scintillating, Sonorous Sensations*
- *A Teacher's Guide to Successfully Interacting with Students Suffering from Emotional Damage*
- *Understanding Your Study Style! Helping Our Students Put Learning Modality Strengths to Work for Them*
- *What's Your Gourmet IQ?*

William Gatton, DynEd Japan

- *Making e-Learning Effective*

Goh Hai Bee, MELTA

- *English Education in Malaysia*
- *From Mangled to Manageable English*

Hugh Graham-Marr, ABAX, Ltd.

- *Keys to Teaching Listening*

Mayuka Habbick, Nellie's Discount Books

- *Practical Activities for Today's Classroom*

Robert Habbick, Oxford University Press

- *What Can I Do in My Classes?*

Caroline Holden & Alan Milby, The British Council Tokyo

- *I Hear You But I'm Not Listening!!!*

Jim Kahny, LIOJ

- *More Plans for the Holidays: Language Activities for Junior High School Students*

Elizabeth King, Kyoto Bunkyo University

- *The Gap: Teaching across Generations*

Lance Knowles, DynEd International

- *Language Learning and the Unconscious*
- *Profile and Data from a Successful Program in China*
- *Teaching to Make a Difference (Opening Plenary)*
- *Using Multimedia to Teach Listening and Speaking*

Rika Kojima, Thomson Learning

- *Helping High School Learners Develop Reading Strategies*

Alastair Lamond, Longman ELT

- *Fun Cross-cultural Activities*

Charles LeBeau, Language Solutions

- *Debate Activities for the Inexperienced*

Tatiana Lupacheva, FEELTA

- *Teaching Conversation Skills with Emotions and Ideas*
- *High School EFL Education in the Russian Far East: A Shift from a Regular to an English Major High School*

Alan Maley, freelance teacher/consultant

- *One World: Bringing Global Issues into the Classroom*

John Moore, RIC Publications

- *Turn Your Students into Chatterboxes!*

Keisuke Nakayama, Asia Center Odawara

- *A Search for Identity*

Elizabeth Partridge, LIOJ

- *Grammar Activities and Games for High School Students*
- *Inspiring Young Learners to Write*
- *So What Do You Think?*
- *The Write Stuff*

Subeda Pathan, Thailand TESOL

- *Developing Learners' English Competence through the 4Mat System*
- *English Education in Thailand*

James Porcaro, Toyama University of International Studies

- *Summertime Things Japanese and Integrated Practice of Language Skills*

Kumiko Takahashi & Kazue Imori, Scholastic

- *Timesaving Methods and Proven Strategies That Will Help Students Learn Essential Reading, Writing, and Grammar*

Barry Tomalin, University of Westminster, London

- *How to Use a Movie in Class*
- *How to Use the Textbook to Teach Cultural Awareness*
- *Planning Lessons Using Video*
- *Teaching Cultural Awareness*
- *Using Video Communicatively in Class*
- *Using Video to Teach Literature and Culture*

Rob Waring, Notre Dame Seishin University

- *Designing a Balanced Curriculum: Issues for Reading and Vocabulary*
- *How to Get High School Students to Learn a Big Vocabulary Quickly*
- *How to Get Junior High School Students to Read*

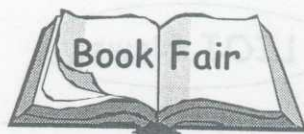
Shinji Watanabe, Higashi Katsushika High School, Chiba

- *Communicative Activities in High School Reading Classes*

Kensaku Yoshida, Sophia University

- *What Needs to Be Done to Improve English Education: From the Results of a Survey on Japanese High School Teachers of English (Thursday Plenary)*

"The presentations were extremely stimulating! I'm going to use many of the ideas I learned with my students." - Yumiko Kida, Kanagawa



Book Fair displays latest ELT 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

The English Resource
Mikasa Book Center
Nellie's Discount Books
Oxford University Press
Pearson Education Japan
RIC Publications Asia
Scholastic
Thomson Learning

Perspectives on Secondary School EFL Education



A Publication in Commemoration
of the 30th 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.)

LIOJ teachers host "Autumn Workshop for Teachers of Children"

A small but enthusiastic group of primary school teachers attended LIOJ's first Autumn Workshop for Teachers of English, which was held November 2 and 3 at Asia Center Odawara.

In the Autumn Workshop, teachers shared with participants some of the activities that they regularly use in their children's classes at LIOJ. Presentations gave participants practical tips on teaching English to children.

Stephen Shrader conducted workshops on *Fun!* and *Phonics*; Liz Partridge led sessions on *Storytelling* and *Pair and Group Work*; Diane McCall discussed *Total Physical Response* and *Special Occasions*; Stu Abrahamson presented *Activities for All Learning Styles* and *Practical Ideas for the Busy Teacher*; and Jim Kahny shared ideas in *Drawing English* and *Signs and Silence: Nonverbal Strategies to Help Children Remember and Reproduce Language*. Asia Center director Keisuke Nakayama offered a class in Japanese – *Gaikokugo o manabu to iu koto*; and Soke Wang Ch'ng helped teachers improve their English during *English Conversation Practice* sessions.

This year, LIOJ has also hosted training events for teachers of children co-sponsored by ETJ and JALT. More events are planned for the future, so please contact LIOJ for details on our next training activities. -jk

Soke Wang Ch'ng joins LIOJ faculty

In September, LIOJ welcomed its newest teacher on staff—Soke Wang Ch'ng from Singapore.

Soke received her B.A. in language and literature, M.A. in linguistics, and Ph.D. in linguistics—all from the University of Newcastle upon Tyne. She taught for three years at the junior college level, and most recently at a secondary school in Singapore.

Welcome, Soke!

"Thanks to all" - jk

I would again like to thank all the participants, scholars, presenters, and publishers who attended the Workshop this year. Thanks also to the LIOJ faculty and staff for hosting the event. I genuinely appreciate everyone's contribution to making the event a success.

The LIOJ Summer Workshop is unique among training seminars in Japan. Teachers from around Japan – and around the world – come together, all striving to become better at what they do. The Workshop is an opportunity for teachers in Japan to meet their counterparts in other Asian countries, and to learn from the best ELT trainers in the world in a relaxed, residential setting. The English-only policy recognizes that language study is also a major training concern of teachers in Japan, and there's nothing like Workshop summer evenings and the late-night conversations on the roof of Asia Center, overlooking Sagami Bay.

The 35th Workshop was the eighth and final Summer Workshop that I was involved with as director. LIOJ's administrative structure will undergo some changes from April, with familiar faces in new roles. Keisuke Nakayama (CEO) Kazumi Masuda (general manager), and Stu Abrahamson (director of studies) will form the new leadership team. They, along with a dedicated faculty and staff, will design new and effective training activities that will meet the needs of teachers in Japan.

I would like to take this opportunity to thank all the enthusiastic Japanese teachers who have participated in the Workshop over the past eight years (in particular, Minoru Nanatsumura and Toshi Yamato). Thanks to all the excellent guest speakers (in particular, Kip Cates, Lance Knowles, and Alan Maley) who have taught us so many things. Thanks to the Asian scholars – and their partner organizations – for making our community even more exciting. Thanks to Asia Center for the warm hospitality. Finally, thanks to all the LIOJ teachers who have continued a tradition and put their heart and soul into making the Workshop the best in Japan. I believe that, together, we all have helped raise the level of English teaching and learning in Japan. -jk

Participants

Everyone seems to have enjoyed the program again this year. Below is a further sample of participant comments on the 2003 LIOJ Workshop. -sa, dm, lp, pl, ss, jk

"I had a wonderful time and met funny and energetic people. I want to come back again next year and meet more great people."

- Katsumi Fujii, Hiroshima

"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

"I am pleased and satisfied this summer with the people and learning."

- Khin San Wynn, Myanmar

"Every year the Summer Workshop has given me a good experience, especially this time. I could talk with more people than ever. That's so nice."

- Noriko Taniguchi, Aichi

"It's very rewarding. Sometimes it is hard work... very hard... but I like it. I can learn more."

- Megumi Katsumata, Kanagawa

"This was the first time I interviewed a non-Japanese person. I was so nervous at first. After I finished, I was so satisfied."

- Tamiko Iwasaki, Aichi

"It was absolutely great! It's unique - We have to use English, so it's like being in another country. The staff and faculty are so helpful and energetic!"

- Nahoko Sudo, Kanagawa

"International Night was wonderful! It made me want to visit other countries in Asia."

- Kunio Murata, Fukui

"I'm using only English from early morning until late night. It's like an English shower!"

- Ayako Ogawa, Kyoto

"I enjoyed everything! It's really worth it to come from the west side of Japan."

- Yukio Ohta, Osaka

"I got a lot of knowledge from the morning classes. I'm definitely going to encourage other Thai teachers of English to attend."

- Subeda Pathan, Thailand

"I'm convinced that studying at the LIOJ Workshop is far better than studying in London."

- Hiroshi Inoue, Yamagata

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), Hakusan High School (Kanagawa), Jyonai High School (Kanagawa), Nagoya Otani High School (Aichi), Roka High School (Tokyo), and Seiryō Junior & Senior 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3日から8日までの間、第35回サマーワークショップを開催致しました。今年はマレーシア、ロシア、タイの3ヶ国から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。参加者の人数は、全53名と、例年より少なかったのですが、35回目という節目の年であったことも影響してか、しばらくご参加されていなかった先生方や、中には何十年ぶりかにご参加頂いた先生もいらっしゃり、バラエティーに富んだ顔ぶれの皆様にお会いする事が出来ました。

さて、このニューズレターも発行を始めて7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。

また、私共では、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。御興味がございましたら、どうぞお問い合わせ下さい。

LIOJではこれから、児童英語教育に関するワークショップを始めとする、新規事業展開にも積極的に取り組んで参ります。今後共宜しくお付き合いの程、お願い申し上げます。

(増田)

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