

ELEVENTH ANNUAL
LIOJ
SUMMER WORKSHOP FOR
JAPANESE TEACHERS OF ENGLISH

AUGUST 12-18, 1979

LANGUAGE INSTITUTE OF JAPAN
ASIA CENTER
ODAWARA, JAPAN

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To the Participants of the LIOJ Summer Teachers' Workshop,

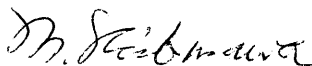
It is a pleasure for me to welcome those who participate in our Eleventh Annual Workshop. I am happy that the workshop this year again received such enthusiastic support of so many teachers from the length and breadth of Japan, representing prefectures.

The workshop has grown and matured from its beginnings. It was first conceived in the hope of serving the teachers of English throughout Japan who were working so hard in an environment which, in many respects, was not exactly ideal. Thanks largely to the tireless and sincere effort on the part of Japan's teachers, the level of proficiency in English of those who enroll in various LIOJ programs has been showing remarkable improvement from year to year.

It is a great joy for us that for the first time this year, two teachers from Korea are among our participants. We are fortunate also to have the opportunity to bind ties with Southeast Asia as two teachers from Thailand once again make their contribution to our program. LIOJ is pleased to be able in this rather unique fashion to contribute whatever little we can to promote cultural interaction between the countries of Asia.

Special gratitude goes to Dr. Kimizuka on whose wisdom and encouragement we dared to launch the first workshop in 1969. Since then, Dr. Kimizuka has spent her precious time and energy every summer and played a central part in every workshop. Also, I would like to thank our principal and staff at LIOJ who have put in so much effort in the last few months to make this workshop possible.

Sincerely,



M. Shibusawa
Representative Director
MRA Foundation

Dear Colleagues,

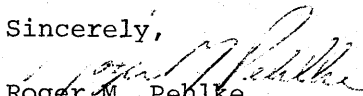
The Japanese educational system offers the most ambitious foreign language program in the world. This reflects Japan's concern with the need to exchange information with other countries and to express a distinct Japanese cultural identity in an international language. The English teaching community thus plays a crucial role as agents in this movement. We at LIOJ hope during this week to make a small contribution in recognition of this important task.

Three purposes characterize our workshop. First, we hope to provide you with the opportunity to improve upon your own skills in English. Secondly, we aim to share our professional concerns with you through workshops and seminars on recent developments in theory, methods, and materials. Finally, we hope to create times for you to consider topics of cultural similarities and differences. Underlying all this is our sincere desire to get to know you as people. This year, we have arranged for more time to simply relax and be together.

It is a great privilege for us to include among our participants two teachers from Thailand and two teachers from Korea. Every year, we attempt to expand this very important interaction between the countries of Asia. These people deserve a special welcome.

As we commence our 1979 workshop, I would like to thank you again for your enthusiastic support. I appreciate also the very hard work of the LIOJ faculty and staff with whom it has been my great privilege to work. I sincerely hope that all of us find our week at LIOJ to be valuable, enjoyable, and full of good memories. We at LIOJ will certainly strive hard to make it so.

Sincerely,


Roger M. Pehlke
Principal

ABOUT THE SPECIAL LECTURERS

SUMAKO KIMIZUKA

Sumako Kimizuka is presently Associate Professor and Chairperson of the Department of East Asian Language and Cultures at the Univ. of Southern California. Her career began at Tsuda College in Tokyo, where she earned a Secondary School Teaching Certificate (English and English Literature). Thereafter, she continued her studies at Occidental College in Los Angeles, receiving her Bachelor's and Master's degrees. She completed her Doctor's degree at the University of California, Los Angeles. She has a long list of publications, most important of which is her book, Teaching English to Japanese. Along with her regular work at USC, she is active in conferences and workshops. This summer she has been travelling throughout Japan giving workshops on Contrastive Analysis to members of JALT.

About the Lecture:

Dr. Kimizuka will look at errors commonly made by Japanese learners of English and then try to explain them in terms of corresponding differences between the structures of English and Japanese. This approach to predicting and understanding errors is called 'contrastive analysis.' Dr. Kimizuka will also discuss problems and suggestions for Japanese Teachers of English.

PAUL G. LA FORGE

Rev. Paul G. La Forge, a Divine Word Missionary, first arrived in Japan in 1958. After studying Japanese for two years in Tokyo, he taught English conversation at Nanzan Junior High School, Nagoya, until 1965. He studied clinical psychology at Loyola University of Chicago and received his Master's degree in 1968. After one year of study and travel in Europe, he entered the University of Michigan. After obtaining his Master's degree in Education (TESOL), he returned to Japan in 1971. After a year and a half of teaching English grammar at Nanzan Senior High School, he was transferred to the Dept. of Human Relations, Nanzan Junior College. He was promoted to Associate Professor in 1974. He has published in the

following journals: Language Learning, English Teaching Forum, TESOL Quarterly, and Cross Currents. One book, Research Profiles with Community Language Learning, appeared in 1975. His current interests are in the application of counseling and group dynamics to English education.

About the Lecture:

Rev. La Forge will discuss the issue of the teacher's changing role in the classroom. Counseling learning suggests that teachers use a set of skills based on self-understanding. In this view, classroom exercises, involving more group-oriented activities, are humanistic and reflective. The exercises may also have practical applications in English speaking clubs.

MICHIHIRO MATSUMOTO

Mr. Matsumoto's interesting career has included involvement in the business and communications fields and more recently in radio and television broadcasting. After graduating from Kansei Gakuin University in 1962, he joined Nissho Iwai. Following that, he pursued studies at the Inter-Osaka program for simultaneous translation. He worked as an instructor of simultaneous translation at the YMCA and later at the American Embassy. He returned to the business world in 1973 when he joined Nikko Securities, where he remained until 1978. In the past two years, his activities have been focused on directing the Sangyo Nohritsu Tanki Daigaku, a debate laboratory; serving as an instructor on NHK radio's "Jokyuu Eikaiwa" (Advanced English Conversation) program; making frequent appearances on NHK television as a commentator; and writing a column on the topic of haragei for the Asahi Newspapers. He is the author of numerous books and articles on the subject of debate and is widely sought for his stimulating presentations.

Closing Day Presentation: "The Logic of English"

ROSANNE SKIRBLE

Rosanne Skirble is a freelance writer of television, radio and print instructional materials. She has degrees in Languages and Linguistics from Syracuse University (Syracuse, New York), Georgetown University (Washington, D.C.), and the University of Michigan (Ann Arbor). Since 1970 she has taught Spanish and English as a foreign/second language in the U.S. and Canada. Among her publications and media programs are: Teaching English as a Foreign Language through Television Commercials (CLIO Awards, 1975); "English, Yes!", a survival English Television course for Indochinese refugees (1976); and "We're in it Together", an English as a foreign language radio series for the International Communications Agency of the U.S. government (1979).

About the lecture:

Ms. Skirble will discuss the use of media (T.V., radio, newsprint, etc.) in the E.S.L. classroom. Guidelines for selecting appropriate materials will be presented, along with lesson planning, classroom presentation, and a clarification of goals.

RICHARD VIA

Richard Via spent the first twenty-three years of his professional life on Broadway as an actor and stage manager in such productions as Hello Dolly, The Sound of Music, Miracle Worker, and Two for the Seesaw. As stage manager of Hello Dolly, he visited Japan and his life took a sudden change of direction. In less than a year, he was back in Japan as a Fulbright lecturer in theatre only to discover that theatre was not taught in Japanese universities. "Create a program," he was told and out of the program he created came his research in the use of drama and drama techniques for language teaching. His research has led to an impressive array of teaching experiences, including courses on drama and E.S.L. at the University of Hawaii and for the English Language Education Council (ELEC), as well as numerous publications including English in Three Acts and articles

in English Teaching Forum, Language Arts, Culture and Language Learning Newsletter, ELEC Bulletin, and Cross Currents. He is presently a visiting Research Associate at the East-West Center in Honolulu, Hawaii.

About the lecture:

Mr. Via's presentation will introduce the methods that he has developed for the application of drama and drama techniques in the E.S.L. classroom. These include improvisational techniques, strip stories, skit writing, "talk and listen", and others. These techniques serve to integrate a variety of skill areas by directly involving the students.

LIOJ FACULTY AND STAFF

John Battaglia

John has an M.A. in English from the University of Iowa. He has also studied Business Administration. His teaching experience includes teaching E.S.L. for the U.S. Peace Corps in Malaysia. He has traveled in Asia and Europe, and his main interest is literature. He also enjoys talking with people, hiking, bird watching, and art.

Betsy Bedell

Betsy received her B.A. degree in Psychology from Trinity University in Texas and an M.A.T. in Spanish and E.S.L. from the School for International Training. She has taught English and Spanish in the U.S. and abroad. Her interests are music, folk art, traveling, and studying languages.

Jim Bergstrom

Jim has a B.A. in English and Speech, and a teaching certificate from Pacific Lutheran University. He has taught E.S.L. in the U.S. and he has also worked as a Vocational Education instructor. He enjoys playing poker, tennis, photography, hiking, fishing, and drinking beer.

Katherine Bergstrom

Katherine has a B.A. in Education from Pacific Lutheran University and an M.A. in E.S.L. from the University of Washington. She taught English at the high school level in Thailand for two years; taught English, Speech and Drama at a high school in Washington for two years; and taught Japanese students at the University of Washington. She enjoys Asian cultures and languages and traveling.

Vickie Christie

Vickie received her B.A. from the University of Montana, and an M.A. in Speech and Communication from the University of New Mexico. She has taught English and Debate in the U.S., and also business communication and interpersonal courses. She's currently an instructor at Anchorage Community College in Alaska.

Donald Freeman - Academic Supervisor

Don received his B.A. from Yale University and his M.A.T. from the School for International Training. He has taught in the U.S., France, and Sweden. He enjoys distance running, skiing, music and traveling.

William Gatton

Bill has a B.A. in Political Economy and History, and is currently on leave from the Masters degree program in Creative Writing at San Francisco State University. He has taught politics and government at Towson State University, and Western Civilization at a high school in Baltimore, Maryland. His interests include playing the piano, cooking and culture.

Kathleen Graves

Kathleen has a B.A. in Oriental Studies from Barnard College, Columbia University and an M.A.T. in E.S.L. from the School for International Training in Vermont. She has teaching experience in the U.S. and Taiwan, and she has taught Chinese. She speaks French, Chinese and German. Her interests include traveling, music, and the outdoors.

Howard Gutow

Howie has a B.A. from the University of Michigan and is completing his M.A.T. in E.S.L. at the School for International Training. He has taught E.S.L. in Mexico and the U.S. He enjoys reading, traveling, sailing and backpacking. He is the editor of Cross Currents.

Penny James

Penny has a B.A. in Sociology from the University of Winnipeg. She taught English and Business Skills in a high school in Ghana, West Africa as a C.U.S.O. (Canadian University Service Overseas) Volunteer. Her interests include studying Japanese, reading, and traveling.

Lance Knowles

Lance has a B.A. in Physics and Math from the University of California, Berkeley. He has taught ESL in the U.S. and Japan, and has given teacher training workshops in the U.S. He has recently co-authored a textbook: STORY SQUARES: FLUENCY IN ENGLISH AS A SECOND LANGUAGE, which is to be released by Winthrop/Prentice-Hall International later this year. His interests include creative writing, playing the piano, and playing 'go'.

Ken Kramer

Ken has a B.S. in Biology from the State University of New York at Stonybrook. He has taught English at the Institute of International Studies and Training in Shizuoka prefecture. He plays the guitar and is learning the violin. Other interests include Japanese language and culture, hang gliding, reading, and woodworking.

Dan Nielsen

Dan is currently studying at the Fletcher School of Law and Diplomacy where he will receive a M.A.L.D. degree in International Business, International Trade, and Asian Studies. His experience in Japan includes: teaching at the Kiyosato Educational Experiment Project in Yamanashi prefecture, and teaching at the Institute for International Studies and Training in Fujinomiya. He speaks Japanese and is interested in a career in international business.

Elena Pehlke

Elena has a B.A. in Psychology from Occidental College and an M.A. in Education from the University of Southern California. She has taught kindergarten and English to multicultural groups in Los Angeles. Her interests include Spanish, Japanese, sports, and reading.

Roger Pehlke, Principal

Roger received his B.A. in International Relations from Occidental College, an M.A. in African Studies and is presently working on a Ph.D. in International Education at U.C.L.A. He has taught English in the U.S. and Japan. His interests include jogging, Japanese education, sketching, reading, and talking with people while drinking mizuari.

Gene Phillips

Gene graduated from Harvard University with a B.A. in English and American Literature. He has been at LIOJ for five years and is responsible for LIOJ's children's classes. Gene is interested in Japanese language, reading, and 'go'.

Bill Robbins

Bill has a B.A. in Political Science from Ottawa University in Kansas. He has taught English in Vietnam, Thailand, and Japan before coming to LIOJ. His interests include bicycling, electronics, hiking, and photography.

Ruth Sasaki

Ruth has a B.A. in English from the University of California, Berkeley, and is currently enrolled in the M.A. program in Creative Writing at San Francisco State University. She has taught E.S.L. in the U.S. and Japan, and has recently co-authored an E.S.L. text: STORY SQUARES: FLUENCY IN ENGLISH AS A SECOND LANGUAGE. Her interests include writing short fiction, seeing good films, reading, piano, and volleyball.

David Sigaty

Dave has a B.A. in Accounting from Michigan State University, and is completing an M.B.A. in Finance and International Business from the University of California, Berkeley. He is licensed by the State of California as a C.P.A., and has worked for the firm of Coopers and Lybrand in San Francisco as an auditor. His interests include trout fishing, movies, ballet, and playing 'go' (he has attained the rank of nidan).

Dorothy Stroup

Dorothy has a B.A. in English from Colorado College and M.A.'s in Journalism and Asian Studies from the University of California, Berkeley. She has teaching experience in the U.S. and Japan, and in 1972 started a language school called the Berkeley Institute. After a year and a half, the school was absorbed by U.C. Extension and now includes students from all over the world. She has also written several short stories, articles, and is presently at work on a novel.

Harold Surguine

Hal has a B.A. in English and an M.A. in T.E.F.L. from San Francisco State University. His teaching experience includes teaching in intensive language programs at the World English Center in San Francisco, the Experiment in International Living at Dominican College, and the English Language Program at U.C. Berkeley. His interests include Pigin and Creole languages, Navajo language and culture, watercolor painting, and folk-dancing.

John Wilson

John has a B.A. in Anthropology, an M.A. in English, and is presently a Ph.D. Candidate in English at the University of Santa Barbara. He has taught English, Modern Japanese Fiction, Writers of the American Renaissance, The Tale of Genji, American Modernists, and Creative Writing. He has also written and published poetry.

Janet Thomas

Janet graduated with a B.A. in Spanish from Occidental College and has an M.A. in Spanish Language and Literature from N.Y.U. in Spain. She has taught English in Spain and Portugal. She enjoys dancing, surfing, art and cooking.

Joyce Yukawa

Joyce has a B.A. in English Literature from Ohio Wesleyan University and an A.M.L.S. degree in Library Science from the University of Michigan. She also holds an E.S.L. Certificate from the U. of Michigan's English Language Institute. She is interested in Japanese language and culture, photography and reading.

Masami Takahashi - General Manager

Masami is responsible for the major accounting and business transactions of the school. He works closely with the Principal.

Nobuhito Seto - Secretary

Nobuhito takes care of advertising, setting up special programs and general problem-solving related to participants' welfare.

Yoshiko Oguri - Secretary

Yoshiko is responsible for outside-of-office matters, including pre- and post-program correspondence and outside organizations.

Ryoko Yamaguchi - Secretary

Ryoko handles work and typing related to inner office business, and principal and teacher-related matters.

Note: LIOJ staff members speak excellent English. Participants are expected to speak with them in English only.

SUNDAY	MONDAY	TUESDAY
8:30 10:00 REGISTRATION	GROUP A: LaForge GROUP B: Via GROUP C: Skirble	GROUP B: LaForge GROUP C: Via GROUP A: Skirble
10:45 11:00 11:30 OPENING ASSEMBLY (Big Hall)	B	R
12:30	L A	N- S
	L	U
1:30 PLACEMENT TEST (Big Hall)	L A N S T U	G U A G E D Y
3:00 3:30 BREAK 4:00	B	R
5:00 ORIENTATION MEETING (Big Hall) 6:00	A F W O	T E R- R K-
	D	I N
7:00 PARTY (Hakone)	MATERIALS DISPLAY (Big Hall) (PLEASE	M I N I- P R E- <u>SEE THE NEXT</u>

WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
GROUP C: LaForge GROUP A: Via GROUP B: Skirble	GROUP A: LaForge GROUP B: Via GROUP C: Kimizuka	GROUP B: LaForge GROUP C: Via GROUP A: Kimizuka	9:00- 10:30: CLOSING CEREMONY (Big Hall) 12:00 LUNCH
E	A	K	
G U T U	A D	G Y	
N	C	H	Busses will leave for the station im- mediately after lunch.
SPORTS and ACTIVITIES	LANGUAGE STUDY	GROUP C: LaForge GROUP A: Via GROUP B: Kimizuka	
E	A	K	
N O S H	O N O P	S	
N	E	R	
C O U R S E N T A T	S E S and I O N S	<u>PARTY-8:00</u> (Hakone)	
<u>PAGE FOR</u>	<u>NOTES AND EX-</u>	<u>PLANATIONS)</u>	

NOTES AND EXPLANATIONS:

SPECIAL LECTURES:

Group A = Classes 1,2,3,4

Group B = Classes 5,6,7,8

Group C = Classes 9,10,11,12

NOTE: On Friday there will be two Special Lectures: the first from 8:30 to 10:45 and the second from 1:30 to 3:30.

LANGUAGE STUDY: The purpose of the language study classes is to allow workshop participants to improve their spoken English. While we hope that people will be interested in the various methods and techniques used in their classes, we wish to stress that the language study class will concentrate on language study and not methods.

EVENING PROGRAMS:

MATERIALS DISPLAY (Monday- Big Hall)

The purpose of the display is to encourage participants to share materials which they have developed and/or found effective in their own classes. In addition, some materials used and developed at LIOJ will be displayed; various commercial publishers will be there as well.

PRESENTATIONS (Tuesday to Thursday)

There will be several lecture-demonstrations and presentations on cultural topics and on adapting ideas and materials to the requirements of Japanese schools.

MINICOURSES (Tuesday to Thursday)

These courses are designed to give people an opportunity to participate in a six-hour course on a specific topic and thus to go into it in greater depth. Participants will be asked to sign up on Tuesday at lunch; those who sign up must attend all three evenings of the course.

PLEASE REMEMBER: ENGLISH ONLY !

LIST OF AFTERNOON AND EVENING PROGRAMS

Monday 8/13, Afternoon 4-6 p.m.

English Literature in the Classroom
Index Card Activities for the EFL Classroom
Listening Comprehension
Picture Squares: A Technique for the Development
of Fluency
Speech Activities and Idioms Exercises for an
English Speaking Society
Teaching and Judging Debates
Teaching Large Classes
United States-Japanese Economic and Political
Relations (Part 1)

Evening, 7-8:30 p.m.

MATERIALS DISPLAY

Tuesday 8/14, Afternoon 4-6 p.m.

English Literature in the Classroom
English Verb Markers: Their Form and Meaning
Listening Comprehension
Picture Squares: A Technique for the Development
of Fluency
Silent Way Workshops (Part 1)
Teaching and Judging Debates
United States-Japanese Economic and Political
Relations (Part 2)
Working With Writing

Evening, 7-8:30 p.m.

Minicourses (3-day program: First day)

Community Language Learning - Mandarin Chinese
How to Manage a Forensic and Debate Tournament
French: The Silent Way

Culture Content/Adapting to Japanese Schools

A Discussion of Race and Racial Feelings
Changing Social Roles of Men in the U.S.
Cultural Aspects of English (Part 1)
Different Approaches to High School and Junior High
School Lesson Planning
Teaching Large Classes

Wednesday 8/15, Afternoon 4-6 p.m.

English Literature in the Classroom
Index Card Activities for the EFL Classroom
Listening Comprehension
Picture Squares: A Technique for the Development
of Fluency
Silent Way Workshops (Part 2)
Speech Activities and Idioms Exercises for an
English Speaking Society
United States-Japanese Economic and Political
Relations (Part 3)

Evening, 7-8:30 p.m.

Minicourses (3-day programs: Second Day)

Community Language Learning - Mandarin Chinese
How to Manage a Forensic and Debate Tournament
French: The Silent Way

Culture Content/Adapting to Japanese Schools

A Discussion of Race and Racial Feelings
Changing Social Roles of Men in the U.S.
Cultural Aspects of English (Part 2)
Different Approaches to High School and Junior High
School Lesson Planning
Japanese-Americans: A Personal Perspective
Teaching Large Classes

Thursday 8/16, Afternoon 4-6 p.m.

Current EFL Trends in Korea
English Literature in the Classroom
English Verb Markers: Their Form and Meaning
Listening Comprehension
Silent Way Workshops (Part 3)
Working With Writing
United States-Japanese Economic and Political
Relations (Part 4)

Evening, 7-8:30 p.m.

Minicourses (3-day program: Third Day)

Community Language Learning - Mandarin Chinese
How to Manage a Forensic and Debate Tournament
French: The Silent Way

Culture Content/Adapting to Japanese Schools

Changing Social Roles of Men in the U.S.
Cultural Aspects of English (Part 3)
Different Approaches to High School and Junior High
School Lesson Planning
Japanese-Americans: A Personal Perspective
Roundtable Discussion: Teaching English in Japan
Teaching Large Groups

Friday 8/17, Afternoon 4-6 p.m.

Current EFL Trends in Thailand
English Literature in the Classroom
English Verb Markers: Their Form and Meaning
Listening Comprehension
Index Card Activities for the EFL Classroom
Teaching Large Groups
United States-Japanese Economic and Political
Relations (Part 5)

Evening, 8:00- ?

PARTY

PROGRAM DESCRIPTIONS

Note: (25) (T,Th) = maximum number of participants 25;
program offered on Tuesday and Thurs.

AFTERNOON WORKSHOPS - 4-6 p.m.

Current E.F.L. Trends in Korea (Hakone Room)

A presentation and discussion of English-language education in Korea with special attention to what is happening at the junior and senior-high levels. Presented by the Korean participants of the workshop. (25) (Th)

Current E.F.L. Trends in Thailand (Hakone)

A presentation and discussion of English-language education in Thailand with special attention to what is happening at the junior and senior high school levels. Presented by the Thai participants of the workshop. (25) (F)

English Literature in the Classroom (Dover)

A presentation and discussion of modern British and American literature and how it can be worked with in the classroom. Some Japanese literature in translation may also be discussed. (25) (M,T,W,Th,F)

English Verb Markers: Their Form and Meaning (Ivory)

This lecture will present the five predicate markers: (1) (-d), (2) modals, (3) have + V(n), (4) be + V(ing), and (5) be + V(n). A linguistics background is not necessary. We will attempt to give insights into the English verb that will have practical applications in the classroom. Specific points that will be mentioned are: polite forms, conditional forms, and perfect forms. In addition, a system of notation will be taught. (25) (T,Th,F)

Index Card Activities for the E.F.L. Classroom (Boston)

Index card activities can be used in language classes to review previously learned grammatical material, vocabulary, and idioms as well as focus on specific pronunciation problems. This demonstration will present ways of working with the cards and give participants an opportunity to experience a number of language learning games. (25) (M,W,F)

Listening Comprehension (Chicago)

This workshop will focus on various theories and techniques for developing listening comprehension. Recently theorists have reevaluated the rationale for listening comprehension in the E.F.L. classroom in the belief that listening should precede speaking. Listening exercises can be adapted to reinforce grammar points, etc. A discussion period will follow in which new ideas and input will be welcomed.

(20) (M,T,W,Th,F)

Picture Squares: A Technique for the Development of Fluency (Sky Lounge)

This teaching technique helps students improve their overall speaking skills such as fluency, pronunciation and grammar. Information is presented pictorially, and students must make connections by asking and answering questions. Picture squares are a structured yet creative and thorough way of getting students to practice English. Squares for different levels will be demonstrated.

(25) (M,T,W)

Silent Way Workshops (Edmonton)

These workshops will concentrate on various aspects of teaching English through the Silent Way. Each of the three sessions will be different -- focussing on one aspect of the language:

Tuesday: The sounds of English: pronunciation, stress, intonation, melody using the sound-color chart and the Fidels.

Wednesday: Functional vocabulary and basic structures: basic grammar points and narratives using the rods.

Thursday: Abstract structures of the language: complex grammar points and expressions, and complex vocabulary using student interactions and the word charts.

If you have no background in the Silent Way, you are encouraged to take the evening minicourse.

In each session, people will have the opportunity to work with the materials themselves and to watch selections from video tapes of a class studying English the Silent Way. (25) (T,W,Th)

Speech Activities and Idioms Exercises for an English Speaking Society (Birch)

This presentation gives practical suggestions on how to stimulate conversation through conversation practice with idioms, impromptu speeches, and prepared speeches. Handouts will include a sample Conversation Practice with Idioms, suggested topics for impromptu speeches together with notes on how to give them, and a sample prepared speech outline (with hints on how to prepare). (20) (M,W)

Teaching and Judging Debates (Green)

The lecture will cover such aspects of teaching debate as basic terms, types of reasoning, analysis of arguments, types of evidence usable in debate, how to prepare affirmative and negative cases. Objective judging of debates will also be covered. (25) (M,T)

Teaching Large Classes (Mountain View)

The problems teachers encounter in teaching large classes, and methods designed to overcome these problems will be presented. Demonstration lessons will be given followed by a discussion period during which teachers will be invited to exchange ideas. (25) (M,F)

United States-Japanese Economic and Political Relations (East Lounge)

These lecture-discussions will examine in detail several aspects of current U.S.-Japanese relations, including economic, political and defense issues. Monday: An overview of the current state of U.S.-Japanese relations. Tuesday: The differences between Japanese and American business practices. Wednesday: The major issues concerning U.S.-Japanese trade. Thursday: U.S.-Japanese security issues and Japanese defense policy. Friday: Japanese foreign policy, especially towards the Third World. Summary and conclusions. (20) (M,T,W,Th,F)

Working With Writing (Boston)

This presentation will offer a brief overview of some of the current approaches to writing used in English language classes including controlled composition, notional (situational) writing, and student-generated material. Following this overview we will look at a variety of techniques and exercises designed to improve the writing skills of E.F.L. students. (25) (T,Th)

EVENING PRESENTATIONS - 7-8:30 p.m.

Minicourses

Community Language Learning - Mandarin Chinese (Ivory)

This six-hour minicourse is offered to give participants a sense of Community Language Learning through the experience of being students in a new language. Observers are welcome but must stay for the entire evening. (16) (T,W,Th -- must attend all three nights)

How to Manage a Forensic and Debate Tournament (Hakone)

The minicourse is a sequential workshop on how to run and manage a debate and forensic tournament. Such areas as invitation to tournaments, scheduling of events, evaluation of participants, pairing of participants and total management of a tournament will be discussed. Participants will run a mock tournament. (20 - classes 7-12 only) (T,W,Th -- must attend all three nights)

French: The Silent Way (Pacific View)

This workshop will introduce participants to the Silent Way through learning French as a "new" language. Observers are welcome but must join the class at the beginning of each session -- i.e., come at 7 and plan to stay until 8:30. (25) (T,W,Th -- must attend all three nights)

Culture Content/Adapting to Japanese Schools

A Discussion of Race and Racial Feelings (Student Lounge)

This discussion will be centered around one of the most controversial and emotional issues in the world: race. How important are racial tensions, and how might we deal with them? (20) (T,W)

Changing Social Roles of Men in the U.S. (Sky Lounge)

Since the onset of the Women's Liberation Movement in the U.S., both men's and women's roles have been changing. Through lecture and discussion I will outline some recent trends in male and female roles in the U.S. with a focus on what's happening to the men. The main questions to be discussed are: 1) How is the definition of masculine changing? 2) How are men's attitudes toward work and family changing? 3) How are men's roles in male-female relationships changing? and 4) In general, is the culture redefining what it means to be a man? (20) (T,W,Th)

Cultural Aspects of English (Birch)

Cultural aspects of English is a three-part series which will concentrate on how culture and communication are interrelated.

Part 1: Participants will examine various cultural indicators such as "gestures", "time concept", "space concept", values, etc., and will make comparative observations about American and Japanese cultures.

Part 2: Focuses on a comparative study of Japanese and English "aisatsu" (polite set phrases) and on appropriateness of such expressions in each language.

Part 3: Includes manners and ways of thinking that are characteristic of American society. Participants will explore cultural attitudes and how they are reflected in everyday language. (20) (T,W,Th -- encouraged to attend all three sessions)

Different Approaches to High School and Junior High School Lesson Planning (Edmonton)

This workshop will consider alternative ways in which the content of a daily lesson can be presented. We will discuss the possibilities of integrating other skill areas (oral work, vocabulary, grammar, etc.) into a typical reading comprehension lesson.

After clarifying our goals, we will break into pairs to explore and develop their implementation in the classroom. These approaches will then be discussed from the viewpoint of their effectiveness and practicality. This workshop will analyze the same lesson for each of its three sessions. (16) (T,W,Th)

Japanese-Americans: A Personal Perspective (East Lounge)

If East is East and West is West, where do the Japanese-Americans come in? This lecture will provide a personal perspective of Japanese-American history and culture as an indicator of Japan-U.S. relations. (25) (W,Th)

Roundtable Discussion: Teaching English in Japan (Bear)

A roundtable discussion on English-language teaching. Participants are encouraged to come and express their ideas and ask questions. Led by Dr. Kimizuka.

Teaching Large Classes (Mountain View)

See description under AFTERNOON WORKSHOPS. (25) (T,W,Th)

LIOJ History

LIOJ is a private organization supported by a non-profit educational foundation. It was begun eleven years ago through the support of Masahide Shibusawa and the guidance of Rowland Harker (the first principal) and Toneko Kimura. LIOJ began as an experimental school specializing in preparing Japanese to work and/or study abroad.

From its beginning as an international traveling high school, LIOJ has expanded and changed to meet new needs. In 1969, we offered our first Summer Workshop for Teachers of English and our first intensive residential programs for university students. Two years later, community courses for citizens of Odawara were added. We continue to enjoy a very fine relationship with this beautiful city. In 1972, we opened our intensive courses in Business English. This same year marked the appearance of our professional journal, Cross Currents. LIOJ was the site of the first annual TEFL Conference in 1975. Spanish courses were also added in that year. French courses and a special Summer lecture series were added to our program offerings last year.

LIOJ graduates today number over 11,000; English teachers, 1,367; businesspeople, 1,763; regular students (mostly university students), 1,506; and Odawara community course students, 6,403. It has been our great pleasure to bind ties with Southeast Asia through the participation to date of 15 Thai teachers and students. This year we have begun a similar relationship with the teachers of Korea. Today, we receive news from these friends from all over the world.

Our goal through the years has been to uphold high standards by maintaining a teaching/learning environment which is conducive to creative involvement and research in the field. We have strived to emphasize an "English only" atmosphere in which personal meetings are frequent and meaningful. This we have done by limiting class size to small groups and by offering various residential activities.

Thank you all for being part of our history.

CROSS CURRENTS 瀛

A Journal of
Communication / Language / Cross-cultural Skills

All participants in the 11th Annual Summer Teachers Workshop will receive the current issue of Cross Currents, Volume VI Number 1. This issue offers some practical ideas for the classroom, thoughtful consideration of the needs of language learners and the responsibilities of teachers, linguistic insights, and two reviews of books essential for cross-cultural and language education. We hope that you enjoy it and find it useful.

For more information about Cross Currents and to buy other issues, come and talk to members of the editorial staff any day from 3:00-4:00 at the display table in the front lobby.

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