

**THIRTEENTH ANNUAL**  
**LIOJ**  
**SUMMER WORKSHOP FOR**  
**JAPANESE TEACHERS OF ENGLISH**

AUGUST 9—15, 1981

**LANGUAGE INSTITUTE OF JAPAN**  
**ASIA CENTER**  
**ODAWARA, JAPAN**



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To the Participants:

It is a pleasure for me to welcome those who participate in this our thirteenth annual LIOJ Summer Workshop. I am happy that once again this year our workshop has received such enthusiastic support from so many fine teachers throughout Japan.

The workshop was first conceived in the hope of serving the Japanese 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 efforts of these teachers, the level of proficiency in English of those who have participated in our annual LIOJ workshops has shown remarkable improvement from year to year.

It is also a great joy for us that we have been able to continue our tradition of inviting teachers from Korea and Thailand. We are fortunate to have this opportunity to bind ties with Asia, and LIOJ is pleased to be able in this rather unique way to contribute whatever little we can to promote cultural interaction between the countries of this part of the world.

Special gratitude goes to Dr. Kimizuka, whose wisdom and encouragement helped inspire our first workshop in 1969. Also, I would like to thank the very fine staff of LIOJ who have put in so much effort to make this workshop possible.

Sincerely,

A handwritten signature in dark ink, appearing to read 'M. Shibusawa', written in a cursive style.

M. Shibusawa  
Executive Director,  
MRA Foundation

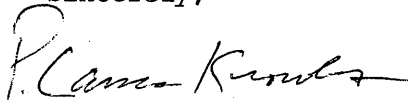
Dear Colleagues,

The increasing influence and business relationships of Japan have brought her into the international scene as a major power with global responsibilities. To this end, English, as the international language, has become a vital concern for Japan. English teachers therefore have a particularly important job. We at LIOJ seek to be of service to the many fine English teachers in Japan who are ever working to increase their language and teaching skills, and also their understanding of English-speaking cultures and peoples.

During our workshop, you will have an excellent opportunity to learn and share ideas and experiences with the LIOJ faculty and invited lecturers. As is the custom at LIOJ, all activities will be English-only, so that you will have maximum practice at using and improving the English that you already know. Every effort will be made to provide an intensive, yet friendly and enjoyable atmosphere where ideas about teaching and other issues will be exchanged both formally and informally as we get to know each other.

As we commence this 1981 workshop, I would like to thank you for your continued, enthusiastic support. I would also like to acknowledge the very hard work of the LIOJ faculty and staff with whom it is my privilege to work. I sincerely hope that all of us will find our week at LIOJ to be both valuable and enjoyable. We at LIOJ will certainly strive to make it so.

Sincerely,

A handwritten signature in dark ink, appearing to read "P. Lance Knowles". The signature is fluid and cursive, with a large initial "P" and a long, sweeping underline.

P. Lance Knowles  
Director, LIOJ

DAILY SCHEDULE OF  
AFTERNOON AND EVENING PROGRAMS

Monday, August 10: (3:45 - 5:45)

- \* Fifty Ways of Saying "No" -- A Guide to Assertive Communication
- \* Fluency/Story Squares: A Technique for Developing Fluency
- \* Games in the EFL Classroom
- \* Intercultural Communication Styles
- \* Listening Materials Development
- \* Japan's Relations with Developing Countries
- \* Teaching and Judging Debates

Evening (7:00 - 9:00)

- \* Materials Display in the Big Hall
- 

Tuesday, August 12: (3:45 - 5:45)

- \* Being Persuasive
- \* Fluency/Story Squares: A Technique for Developing Fluency
- \* Listening Materials Development
- \* Teaching English in Japan
- \* Teaching Large Classes
- \* The English Verb: The Form and Meaning of Predicate Markers
- \* The Islamabad Technique

Evening (7:00 - 8:30)

- \* Mini-Course I: International English Via Drama
- \* Mini-Course II: Persuasive Speeches & Debates
- \* Mini-Course III: Total Physical Response - Tongan
- \* Mini-Course IV: Reading Poetry
- \* Japanese in the U.S.
- \* Japanese Security Policy
- \* New York, New York!
- \* The Criminal Justice System in America
- \* The Role of Government in the Individual's Life

Wednesday, August 12: (3:45 - 5:45)

- \* Fifty Ways of Saying "No" -- A Guide to Assertive Communication
- \* Fluency/Story Squares: A Technique for Developing Fluency
- \* Games in the EFL Classroom
- \* Intercultural Communication Styles
- \* Japan's Relations with Developing Countries
- \* Language Education in Thailand
- \* Teaching English in Japan

Evening (7:00 - 8:30)

- \* Mini-Course I: International English Via Drama
  - \* Mini-Course II: Persuasive Speeches & Debates
  - \* Mini-Course III: Total Physical Response - Tongan
  - \* Mini-Course IV: Reading Poetry
  - \* Japanese Americans: A Personal Perspective
  - \* Japanese in the U.S.
  - \* New York, New York!
  - \* The Criminal Justice System in America
  - \* The Role of Government in the Individual's Life
  - \* Visual Language
- 

Thursday, August 13: (3:45 - 5:45)

- \* Fifty Ways of Saying "No" - A Guide to Assertive Communication
- \* Games in the EFL Classroom
- \* The Islamabad Technique
- \* Teaching Large Classes
- \* Teaching English in Japan
- \* Language Education in Korea
- \* The English Verb: The Form & Meaning of Predicate Markers

Evening (7:00 - 8:30)

- \* Mini-Course II: Persuasive Speeches & Debates
- \* Mini-Course III: Total Physical Response - Tongan
- \* Mini-Course IV: Reading Poetry
- \* Japanese Americans: A Personal Perspective

- \* Japanese in the U.S.
  - \* Japanese Security Policy
  - \* The Criminal Justice System in America
  - \* The Role of Government in the Individual's Life
  - \* Visual Language
  - \* An Evening with Harvey Taylor
- 

Friday, August 14: (3:45 - 5:45)

- \* Being Persuasive
- \* Fluency/Story Squares: A Technique for Developing Fluency
- \* Listening Materials Development
- \* Japan's Relations with Developing Countries
- \* Teaching and Judging Debates
- \* Intercultural Communication Styles
- \* The English Verb: The Form and Meaning of Predicate Markers

Evening (8:00 - ???)

Farewell Party in Hakone Room

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NOTES:

## NOTES AND EXPLANATIONS:

Special Lectures: On Friday there will be two special lectures: the first from 8:30 to 10:30, and the second from 1:15 to 3:15

Language Study Classes: The purpose of these 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 classes will concentrate on language study and not methods.

Materials Display: (Monday evening, 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 on display, as well as exhibits by various publishers and booksellers.

Mini-Courses: These courses are designed to give participants the opportunity to study specific topics in greater depth. Participants will be asked to sign up at lunch on Tuesday; those who sign up must attend all sessions of the course.

Please remember: ENGLISH ONLY!!

## PROGRAM DESCRIPTIONS

Afternoon Programs: (3:45 - 5:45 p.m.)

### Being Persuasive (L. Johnson)

All of us, in everyday life as well as in various social and business settings, find it necessary to persuade others. This session will discuss various methods of "persuasion" and outline the preparation of a persuasive argument in English. (max.25) (Tu,F) Birch

### Fifty Ways of Saying "No" -- A Guide to Assertive Communication (S. Nakasone, T. Nakasone)

For most Japanese, saying "no" has negative connotation, usually implying "selfishness" and "rudeness". This, however, can pose severe problems for Japanese who move into other cultures, for example the U.S., where people tend to be more "direct" in their communications. This presentation will explore "assertion techniques" - ways to communicate one's wishes with clarity and feeling o.k. even when one has to say "no".

(max.20).(M,W,Th) Edmonton

### Fluency/Story Squares: A Technique for Developing Fluency (R. Sasaki, L. Knowles)

This technique helps to improve overall speaking skills such as fluency, pronunciation, and grammar. Picture squares present information, and students communicate by asking and answering questions. These materials provide a structured yet creative and thorough way of getting students to practice English. Squares for different levels will be demonstrated. (max.25) (M,Tu,W,F) (Sky Lounge)

### Games in the EFL Classroom: (F. Miller Smith)

Game activities related to lessons and texts can add a creative and spontaneous atmosphere to the classroom. Games facilitate full class participation and can be particularly useful in classes in which the language

ability of the students is varied. This workshop will explore games for all levels and ages with an eye on content, continuity, and attitude. Participants will participate! (max. 25) (M,W,Th) Bear Room

Intercultural Communication Styles: (V. LoCastro)

This talk will explore some of the differences between Japanese and American communication styles in terms of language and language behavior, non-verbal behavior, values and value orientation, and ways of thinking. The presenter will draw from observations as a result of personal experiences, as well as from readings in linguistics, anthropology, and literature. After an hour lecture, the audience will be expected to contribute through questions and comments. (max. 30) (M,W,F) Pacific View Room

Japan's Relations with Developing Countries: (T. Smith)

This lecture/discussion will examine Japanese foreign policy concerning the Third World. Topics will include foreign aid, Japan's role in the U.N., Japan as a model for development, private overseas investment, and Japan's future options. (max.25) (M,W,F) Green Room

Language Education in Korea: (Korean Participants)

A presentation and discussion of language education in Korea will be presented by the Korean participants in the workshop. This will be a chance for participants to compare their own experiences with teachers from other countries. (max. 35) (Th) Mountain View Room

Language Education in Thailand: (Thai Participants)

A presentation and discussion of language education in Thailand will be presented by the Thai participants in the workshop. This will be a chance for participants to compare their own experiences with teachers from other countries. (max. 35) (W) Mountain View Room

### Listening Materials Development: (S. Bode)

This workshop will help give participants an awareness of how tapes are made and how they can best be used and followed-up in the classroom. Participants will work in groups to learn how to make tapes for their own use. (max.25) (M,Tu,F) Mountain View Room

### Teaching & Judging Debates: (V. Christie)

Debates are useful teaching tools for talking about issues of a controversial nature. This lecture will cover how to construct debate topics, basic debate procedures, analysis of arguments and preparation of cases, and how to encourage students to capably express conflicting opinions on issues while developing English fluency. (max.35) (M,F) Hakone Room

### Teaching English in Japan: (S. Kimizuka)

In this workshop, Dr. Kimizuka will discuss problems, ideas, and instructional strategies in teaching English as a foreign language in Japanese schools. She will also discuss new trends in instructional approaches and how they can or cannot be applied by Japanese teachers in their classroom situations. (max.30) (Tu,W,Th) Hakone

### Teaching Large Classes: (J. Battaglia)

Most Japanese teachers of English teach classes of 35 to 45 students. Large classes present special problems for the language teacher. In this presentation those problems will be discussed and lessons will be demonstrated that have proved effective in classes of up to 45 students. (max. 40) (Tu,Th) Pacific View

### The English Verb: The Form and Meaning of Predicate Markers (L. Knowles)

This lecture presents an alternative way to understand and teach the English verb system. Five predicate markers will be discussed: (1) (-d), (2) modals, (3) have+V(n), (4) be+V(ing), and (5) be+V(n). An understanding of these markers gives insights into the

English verb system that have practical application in the classroom. Specific points to be mentioned are: polite forms, conditional forms, and perfect forms. In addition, a system of notation will be taught.  
(max.25) (Tu,Th,F) (Ivory)

The Islamabad Technique: (R. Ruud)

This technique using cuisinaire (Silent Way) rods uses a language learner's knowledge of a place or topic to serve as a means to work on language problems or to introduce new material. The basic technique will be demonstrated, and variations will be suggested for classroom use. (max.25) (Tu,Th) Green Room

Evening Programs: (7:00 - 8:30 p.m.)

Mini-Course I: International English Via Drama  
(R. Via, L. Smith)

Following a short discussion of English as an International Language (EIL), participants will have opportunities to try out the drama techniques (e.g. Talk and Listen, Improvisation) which have been discussed in Mr. Via's lectures. Particular emphasis will be given to how these techniques can be used to train students for international settings. (max.20, must attend both sessions, Tu,W)(max. 10 observers per session) Mountain View

Mini-Course II: Persuasive Speeches & Debates  
(V. Christie)

Speech-making and debating are a natural extension of western ways of handling conflicts. This mini-course is a sequential workshop on how persuasive speeches are constructed and how debates are formalized. Class will participate in composing a persuasive speech and will debate and judge a subject of their own choice. (max.20) (Tu,W,Th, must attend all sessions) Hakone Room

Mini-Course III: Total Physical Response - Tongan  
(R. Ruud)

This three evening course will introduce participants to Total Physical Response (TPR) through learning Tongan, a Polynesian language. This approach to language teaching uses physical action in response to commands or requests, and assumes that listening comprehension precedes oral production of language. (max. 12 students, must attend all three nights, Tu,W,Th) (max. 10 observers per session) Bear Room

Mini-Course IV: Reading Poetry  
(J. Battaglia)

This three evening course is for those who enjoy reading poetry in English. The course will begin with a discussion on the nature of poetry. Methods for reading poetry for greater understanding will be a primary focus. Each night we will read a number of poems and discuss them. Poems will be selected from modern American literature, though one or two British poems may be chosen. (max. 15, must attend all three nights, Tu,W,Th) Student Lounge

An Evening with Harvey Taylor: (H. Taylor)

This informal evening get-together with Harvey Taylor will allow for questions and answers based on his experiences in China, as well as a discussion and possible demonstration of some video-taped teaching materials. (max. 25) (Th) Mountain View

Japanese-Americans: A Personal Perspective: (R. Sasaki)

"East is East and West is West and never the twain shall meet." And yet the two cultures are inextricably tied together in the lives and experiences of over 600,000 ethnic Japanese who are culturally American. This lecture will trace the history of Japanese immigrants in America and their descendants through the story of two Japanese-American families, and an attempt to show how their lives were affected by fluctuations in Japan-U.S. relations. (max.25) (W,Th) Ivory Room

Japanese in the U.S.: (T. Nakasone)

The lives of the Japanese living in the U.S. will be presented through the experiences of a Japanese mental health counselor working in California. The presenter will focus on the experiences of working with students, businessmen and their families, warbrides, and other Japanese in terms of adjusting to a new culture. Some case examples will be presented to illustrate their experiences. (max.25) (Tu,W,Th) Edmonton Room

Japanese Security Policy: (T. Smith)

A presentation and discussion of Japan's defense problems, including both external and internal threats, and Japan's responses. Topics will include nuclear weapons, the JCP, rearmament, dependence on the U.S., and relations with the U.S.S.R. and China. (max.30) (Tu,Th) Birch Room

New York, New York! (V. LoCastro)

Contrary to reports in the press recently, New York is a very beautiful city that is liveable. There are 54 museums, parks, boat trips, ethnic neighborhoods, and restaurants where you can eat foods from all over the world. This talk will explore the richness of New York and attempt to give a more balanced image of the city. (max. 25) (Tu,W) Green Room

The Criminal "Justice" System in America (S. Nakasone)

The criminal justice system in the United States will be examined from the perspective of a battle-scarred criminal defense attorney. How the system is supposed to work in theory will be compared with how it really works (or doesn't work) in practice. Actual case histories and hypothetical problems will be presented for class discussion. (max.25) (Tu,W,Th) Pacific View

## The Role of Government in the Individual's Life:

(L. Johnson)

This evening session will discuss various notions of how involved government (or the state) should be in people's lives. The recent shift in attitude on this issue that accompanied President Reagan's election will be noted. (max.25) (Tu,W,Th) Sky Lounge

## Visual Language: (F. Miller Smith)

Seeing comes before words. The child looks and recognizes before a spoken language is learned. Often, spoken dialogues are an attempt to explain, either metaphorically or literally, how "you see things," and to discover how "they see things." This workshop will examine ways of seeing. The format will include a lecture, a visual presentation, a discussion of a visual presentation, and a hands-on visual language experiment. (max. 20) (W,Th) Dover

## Night Owl's Movies:

From 9:00 to 11:30, movies will be shown in the Main Lounge and the East Lounge: Shane, The Graduate (Tu), All That Jazz, Sand Pebbles (W), City Lights, In the Heat of the Night, (Th)

Note: For all afternoon and evening programs and mini-courses, please remember to sign-up in advance. The sign-up sheets will be put out each afternoon in or near the dining room.

# SCHEDULE

## SUNDAY

## MONDAY

## TUESDAY

	8:30-10:30	8:30-10:30
	Lectures	Lectures
10:00	A: Smith	A: Smith
Registration	B: Via	B: Via
	C: Bode	C: Taylor
11:30	10:45-12:15	10:45-12:15
Opening	Language	Language
Assembly	Classes	Classes
(Big Hall)		

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12:15 LUNCH	LUNCH	LUNCH
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1:30	1:15-2:45	1:15-2:45
Placement	Language	Language
Test	Classes	Classes
(Big Hall)		

5:00	3:45-5:45	3:45-5:45
Orientation	Afternoon	Afternoon
(Big Hall)	Programs	Programs

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6:00 DINNER	DINNER	DINNER
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7:15-9:00	7:00-9:00	7:00-8:30
Welcome	Materials	Evening
Party	Display	Programs
(Hakone)	(Big Hall)	

# SCHEDULE

<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
8:30-10:30 Lectures A: Bode B: Smith C: Via	8:30-10:30 Lectures A: Taylor B: Smith C: Via	8:30-10:30 Lectures A: Via B: Bode C: Smith	9:15-11:15 Closing Ceremony (Big Hall)
10:45-12:15 Language Classes	10:45-12:15 Language Classes	10:45-12:15 Language Classes	
*****			
LUNCH	LUNCH	LUNCH	12:00 LUNCH
*****			
1:15-2:45 Sports & Activities	1:15-2:45 Language Classes	1:15-3:15 Lectures A: Via B: Taylor C: Smith	Buses leave for Odawara station
3:45-5:45 Afternoon Programs	3:45-5:45 Afternoon Programs	3:45-5:45 Afternoon Programs	
*****			
DINNER	DINNER	DINNER	
*****			
7:00-8:30 Evening Programs	7:00-8:30 Evening Programs	8:00-?? Farewell Party (Hakone)	

## SPEAKERS AND SPECIAL LECTURERS

### SHARON BODE

Ms. Bode is presently an instructor at the American Language Institute, U.S.C., and at the American Culture and Language Program, Calif. State Univ., Los Angeles. After receiving her MATESL from the Univ. of Hawaii in 1969, she worked as a Teacher Trainer and Program Coordinator at the East-West Center. She came to Japan in 1970, where she taught until 1976, and co-founded the Japan Association of Language Teachers (JALT) in 1975. Her professional interests include Silent Way, Confluent Education, and especially the development and use of listening comprehension materials. Her most recent publications include Listening In and Speaking Out and Listening In and Speaking Out, High Intermediate.

About the Lecture: Ms. Bode will demonstrate taped interviews of American junior and senior high school students on such topics as family, favorite school subjects, sports, boy/girl relations, and speaking foreign languages. She will then indicate how to work with such materials in the classroom. (Pacific View)

### SUMAKO KIMIZUKA -- Opening Day Speaker

Dr. Kimizuka is Associate Professor and Chairperson of the Dept. of East Asian Languages and Cultures, U.S.C. 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, receiving her Bachelor's and Master's degrees, and completed her Ph.D. at UCLA. Dr. Kimizuka is active in conferences and workshops, and has a long list of publications, most important of which is her book, Teaching English to Japanese.

### LARRY E. SMITH

For the past ten years Larry Smith has been a Research Associate at the Culture Learning Institute, East-West Center in Honolulu, Hawaii. After receiving a B.S.Ed. from Arkansas State University in 1962, Larry spent

several years in Thailand, where he was both a teacher of English and a supervisor of practice teaching. Then in 1967 he moved to Hawaii where he completed an M.A. in ESL at the University of Hawaii. His articles have appeared in English Teaching Forum, TESOL Quarterly, TESL Reporter, and the RELJ Journal. He has co-authored or edited several books, among which are: Developing Fluency in English, and English for Cross-Cultural Communication.

About the Lecture: (The Use of Popular Songs in the Language Class) This workshop will consist of a demonstration of how popular songs can be used in English classes to develop the skills of listening, speaking, reading and writing. The rationale for use of popular songs in the classroom will be discussed, a guideline will be given for the selection and use of songs, and participants will be asked to do a sample mini-lesson plan. (Hakone Room)

HARVEY M. TAYLOR

Professor Taylor has taught EFL from kindergarten through adult levels and at the University of Hawaii and the University of Michigan English Language Institute. He has published articles in Language Learning, the TESOL Quarterly, On TESOL 1975, CATESOL Occasional Papers and a NAFSA/ATESL conference paper compilation. He is also the editor of English and Japanese in Contrast. Professor Taylor is presently the Chief of Party for the UCLA-Import-Export Commission English Language Center in Beijing, China.

About the Lecture: (Reading Skills Development) EFL students tend to read for total comprehension of a passage through vocabulary study, often involving considerable reference to the dictionary. They need to learn the benefits of less intensive reading, and to gain self-confidence in their abilities to read in new, more efficient ways when the text allows for this. The skills to be demonstrated include scanning for specific information, skimming for general content, understanding

new vocabulary from context clues, followed by the development of analytical abilities. Original language materials as well as EFL texts will be used to demonstrate the methods advocated. (Pacific View)

#### RICHARD VIA

Mr. Via has just completed teaching a course in the TESOL Summer Institute at Columbia Univ. Teachers College. After a short stay in Japan he will visit China to conduct workshops in Beijing, Shanghai, and Canton. In October, he will return to the East-West Center's Culture Learning Institute where he is an Educational Specialist. He has made good use of his twenty-three years on Broadway by introducing a new approach to the use of drama in the language classroom. He has had numerous articles and plays published in the English Teaching Forum as well as Language Arts, ELEC Bulletin, Cross Currents, and other journals. His work is included in several anthologies including English For Cross-Cultural Communication, On TESOL '80: Building Bridges, The Art of TESOL, and Classroom Practices in Adult ESL. He is the author of English In Three Acts and co-author with Larry Smith of a new book, Talk and Listen: International English Via Drama.

About the Lecture: Drama and drama techniques can be a valuable and useful adjunct and supplement to any language program. Though the use of drama is not new to language teaching, several modern practitioners (Maley, Duff, Via) are concerned with what is meant by drama techniques and how to use them in the language class. The lecture will discuss and demonstrate suitable techniques such as observation and relaxation exercises, the Talk and Listen system of dialog work, and improvisation. In all of these activities the importance of using "the self" will be highlighted as a key to communication. (Mountain View)

#### TAKESHI WATANABE - Closing Day Speaker

A graduate of the Dept. of Jurisprudence, Tokyo Imperial University, Mr. Watanabe has had a distinguished career

in international finance and governmental service. He began his career by joining the Ministry of Finance, and during the post-war years he served as a liaison for the occupation forces which brought him the post of Vice Minister of Finance of International Affairs. Soon dispatched to Washington, he was appointed the Minister of the Embassy and later, the Executive Director of the World Bank. Four years later he became President of the Asian Development Bank, and in 1976 he was honored by being a recipient of the First Order of Merit of the Sacred Treasures. He is the author of Japanese in Early Post-War Years, and Towards a New Asia. He is currently the Japanese Chairman of the Trilateral Commission.

#### LIOJ FACULTY AND STAFF

Amir Avitzur - Instructor

Amir has a B.S. in Industrial Engineering from Lehigh University. He has traveled in Europe and Asia, and spent one summer as a research assistant at a major electrical company in Switzerland. He enjoys bicycle touring, rock climbing, and collecting quick-release seat post bolts.

John Battaglia - Instructor

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

Andrew Blasky - Instructor

Andy has a Ph.D. in English Literature from the Univ. of Calif., Berkeley, where he taught for four years. He did his undergraduate work at Princeton Univ. and then spent time on the Navajo Indian Reservation in New Mexico. He enjoys hiking and fishing, modern music and old movies, computer programming, and bowling.

Lori Brooks - Instructor

Lori has an M.A., TEFL, from San Francisco State University. Her undergraduate work was in French at Pitzer College, and she has lived in France. Lori has taught at the Univ. of San Francisco, World English Center, and at Alemany Community College Center. Her interests include photography, music, dance, films, and studying languages.

Elizabeth Chafcouloff - Instructor

Elizabeth is on leave from the M.A.(TEFL) program at San Francisco State. After receiving her B.A. in French, she lived in France for two and a half years, and then settled in San Francisco where she taught French to Americans and, most recently, English to wives and children of Japanese businessmen. She enjoys hiking and camping, woodworking, and live jazz.

Vickie Christie - Instructor

Vickie has a B.A. and M.A. in speech and communications. She has taught speech, debate, business communications in the Univ. of Alaska system and worked as a labor contract negotiator and lobbyist. Her interests include backpacking, carpentry, and reading.

Marilyn Fisher - Instructor

Marilyn has a B.A. in political science from American University, and a J.D. from Duquesne Univ. School of Law. Before coming to LIOJ she was an Attorney in Erie, Pennsylvania, and she taught a graduate course in law to MBA students at Gannon College. She enjoys skiing, whitewater rafting, and generally the outdoors.

Penny James - Instructor

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 CUSO (Canadian University Service Overseas) Volunteer. Her interests include studying Japanese, reading, and traveling.

Rebecca Johnson - Instructor

Becky is from Minneapolis, Minnesota and has a B.A. in Government and International Relations from Carleton College and a J.D. from William Mitchell College of Law. Since graduation from law school, she has been teaching real estate and securities and practicing law. She enjoys reading, playing the violin, swimming and jogging.

Lyman Johnson - Instructor

Lyman is a lawyer from Minneapolis, Minnesota. His law practice consists largely of advising businesses on a variety of legal problems. He received his law degree from the Univ. of Minnesota where he also taught appellate advocacy. He received his B.A. degree in economics from Carleton College and also taught principles of economics at Carleton. His interests include philosophy.

Michael Kleindl - Instructor

Mike has an M.A.(TESL) from Southern Illinois Univ. and his teaching experience includes being an instructor in Russian, German, and ESL at Southern Illinois Univ. He lived in West Germany for two years and has traveled throughout Europe. His interests include playing Go and writing poetry. He has also worked as a magician.

Lance Knowles - Director

Lance has a B.A. in physics and math, but has been teaching ESL for the past few years. He has co-authored two ESL texts, Story Squares, and Fluency Squares, as well as several articles for Cross Currents. His interests include creative writing, playing the piano, and playing Go.

Warrick Liang - Instructor

Warrick has a B.A. in American History from the Univ. of Calif., Berkeley, where he also worked in the Asian American Studies Department. Before coming to Japan, he worked in the ESL Dept. at U.C. Berkeley, and

last year he taught for a company in Osaka. He is interested in social change, particularly with respect to people's values and daily lives.

Steve Linke - Instructor

Steve has a B.A. in South Asian Studies from the Univ. of Wisconsin and a M.A.T.(TESL) from the School for International Training. While an undergraduate, he studied for a year at Banaras Hindu University, and he has teaching experience in Korea and in the U.S. at the American English Institute, Univ. of Oregon.

Virginia LoCastro - Academic Supervisor

Virginia has a B.A. in French literature and two M.A.'s, one in French/Linguistics and a second in Applied Linguistics. Although she has lived and worked in New Jersey, Paris, Quebec, and elsewhere, she considers New York City to be her home. Before coming to LIOJ she taught at Columbia University. She enjoys reading, hiking, and generally communicating with people.

Sheila McEnery - Instructor

Sheila has a B.A.(Honours) in English and a B.Ed. in English and ESL from the Univ. of Toronto. Her travel experiences have been confined to most of Canada, parts of the U.S., and the British Isles. A winter enthusiast, she enjoys cross country skiing and ice skating. She also enjoys reading and playing the piano.

Steve Nakasone - Instructor

Steve has a B.S. in Engineering from U.C. Berkeley and a J.D.(Juris Doctor) from the Loyola Univ. Law School in Los Angeles. He has practiced law for the past 5 years as a trial attorney for the L.A. County Public Defender's Office. His interests include swimming, body surfing, basketball, and watching sumo.

Tazuko Nakasone - Instructor

Tazuko has a B.A. in Cultural Anthropology from Occidental College and an M.A. in Social Welfare from UCLA. For the past three years she has worked as a psychiatric social worker for the County of Los Angeles specializing in bilingual, bicultural mental health counseling. She enjoys traveling and reading.

Elizabeth Neblett - Instructor

Liz has a B.A. in Human Services from Brown University, and an M.A.(TESL) from Boston Univ., where she taught prior to coming to LIOJ. During the summers of 78', 79', and 80', she was Resident Counselor in the Intensive English for Japanese Teachers program at Brown Univ. She enjoys music, dancing, old movies, needlepoint, and learning Japanese.

Robert Ruud - Instructor

Robert has an M.A.T. from the School for International Training in Vermont. He taught ESL for two years in Tonga, Polynesia, and was a teacher-trainer there. He also taught Laotian refugees in the U.S. before joining the LIOJ staff in July. His interests include playing the guitar, and he enjoys outdoor sports.

Ruth Sasaki - Instructor

Ruth has a B.A. in English literature from U.C. Berkeley, and is now on leave from the M.A. Creative Writing Program at S.F. State Univ. She has taught ESL in the U.S., and has co-authored two texts, Fluency Squares, and Story Squares. Her interests include writing short fiction, films, reading, and piano.

Frances Miller Smith - Instructor

Fran has a B.A. in Art History from Duke Univ. and has studied photography, book-making, and video at the Visual Studies Workshop. In addition to teaching children, high school, and adult classes at LIOJ, she has worked as a summer camp arts and crafts director. Her interests include photography and dance in all forms.

Thomas Smith - Instructor

Tom has a B.A. in Demography and Population Studies from Duke Univ. and an M.A.L.D. from the Fletcher School of Law and Diplomacy. He has written book reviews for the Asahi Evening News, and is generally interested in international relations. He has also toured Europe and studied in Rennes, France as an exchange student. His hobbies are jazz, soccer, and hiking.

Masami Takahashi - General Manager

Masami is responsible for the major accounting and business transactions of LIOJ. He also does public relations work, and generally works closely with the Director.

Nobuhito Seto - Secretary, Editorial Assistant

Nobuhito takes care of advertising, setting up programs, and general problem-solving at LIOJ. He also assists with the publication of Cross Currents.

Yoshiko Oguri - Secretary

Yoshiko is responsible for outside-of-office matters, including correspondence and coordination with companies. She also works as the Director's secretary.

Megumi Yoneyama - Secretary

Megumi handles work related to inner office business and teacher-related matters.

NOTE: LIOJ staff members speak excellent English. Participants at the workshop are expected to speak with them in English only.

## 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 Director) 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. In 1972, we opened our intensive courses in Business English. This same year marked the appearance of our professional journal, Cross Currents, which now has readers in more than twenty-five countries. LIOJ was also the site of the first annual TEFL Conference in 1975.

LIOJ graduates today number over 15,000: English teachers, 1,650; businesspeople, 2,390; regular students (mostly university students), 1,575; and Odawara community course students, 9,500. It has been our great pleasure to bind ties with other parts of Asia through the participation to date of 34 Thai teachers and students. Two years ago we began a similar relationship with teachers from 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 翻

All participants in the 13th Annual Summer Teachers Workshop will receive a sample issue of Cross Currents, a biannual journal of communication, language and cross-cultural skills for classroom teachers, published by LIOJ. The major emphasis is on practical ideas and suggestions for classroom use, with primary focus on Japanese students of English. We hope that you will enjoy your sample issue and will subscribe to future issues.

Recent issues have included:

VTR in the Classroom  
Teaching Young Learners  
Book Reviews

Using Story Squares  
Authentic Discourse  
Bright Ideas  
And much more!

For more information about Cross Currents, and to buy other issues, come and talk to members of the editorial staff any day from 2:45-3:45 at the display table. Subscriptions may be purchased through School Book Service.

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