

FIFTEENTH ANNUAL
LIOJ
SUMMER WORKSHOP FOR
JAPANESE TEACHERS OF ENGLISH

AUGUST 7—13, 1983

LANGUAGE INSTITUTE OF JAPAN

ASIA CENTER
ODAWARA, JAPAN

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To the Participants:

It is a pleasure for me to once again welcome those who participate in this our fifteenth annual LIOJ Summer Workshop. I am happy that our workshop continues to receive such enthusiastic support from so many fine teachers throughout Japan, and we look forward to continuing to work with you to improve Japan's ability to communicate.

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 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.

And finally, I would like to thank the very fine staff of LIOJ who have put in so much effort to make this workshop both possible and worthwhile for all concerned.

M. Shibusawa
Executive Director,
MRA Foundation

Dear Colleagues,

Now, as we begin this, our fifteenth annual LIOJ Workshop, it is important to realize the overall context which makes such an event especially notable. As a major power with global responsibilities, Japan has an increasingly urgent need to more effectively communicate and manage the image which she projects to the rest of the world. To this end, English, as the international language, has become a vital concern for Japan. English teachers therefore have a particularly important job, and a workshop such as this can assist in the professional development of those teachers who care enough to want to improve their skills.

We at LIOJ have sought to to be of service to the many fine English teachers in Japan who would like to increase their language and teaching skills, as well as their understanding of English-speaking cultures and peoples. With this as a solid base, Japan can more successfully assume the role she seems destined to play.

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**. This will give you 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 1983 workshop, I would like to thank you for your continued support. I would also like to acknowledge the very hard work of the LIOJ faculty and staff with whom it is my great 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.

P. Lance Knowles
Director, LIOJ

DAILY SCHEDULE

Sunday, August 7:

11:30 Opening Assembly (Big Hall)
12:15 Lunch
1:30 Placement Test (Big Hall)
5:00 Orientation Meeting (Big Hall)
6:00 Dinner
7:30-9:00 Welcome Party (Hakone Room)

Monday, August 8:

8:30-10:15 Group A: O'Neill, Part I (Hakone)
Group B: Via, Part I (Mountain View)
Group C: Language Study Classes
10:30-12:00 Groups A & B: Language Study Classes
10:30-12:15 Group C: Via, Part I (Mountain View)
12:00 Lunch
1:00-2:45 Groups A & B: Language Study Classes
1:15-2:45 Group C: Language Study Classes
3:45-5:45 Afternoon Programs
6:00 Dinner
7:00-9:00 Materials Display & Tea/Coffee Time
(Big Hall)

Tuesday, August 9:

8:30-10:15 Group A: Fanselow, Part I (Pacific View)
Group B: O'Neill, Part I (Hakone)
Group C: Language Study Classes
10:30-12:00 Groups A & B: Language Study Classes
10:30-12:15 Group C: Via, Part II (Mountain View)
12:00 Lunch
1:00-2:45 Groups A & B: Language Study Classes
1:15-2:45 Group C: Language Study Classes
3:45-5:45 Afternoon Programs
6:00 Dinner
7:00-8:30 Evening Programs

Wednesday, August 10:

8:30-10:15 A: O'Neill, Part II (Hakone Room)
B: Fanselow, Part I (Pacific View)
C: Language Study Classes
10:30-12:00 A & B: Language Study Classes
10:30-12:15 C: O'Neill, Part I (Hakone)
12:00 Lunch

1:00-2:45 A & B: Language Study Classes
 1:15-2:45 C: Language Study Classes
 3:45-5:45 Afternoon Programs
 6:00 Dinner
 7:00-9:00 Evening Programs

Thursday, August 11:

8:30-10:15 A: Fanselow, Part II (Pacific View)
 B: Via, Part II (Mountain View)
 C: Language Study Classes
 10:30-12:00 A & B: Language Study Classes
 10:30-12:15 C: Fanselow, Part I (Pacific View)
 12:00 Lunch
 1:00-2:45 A & B: Language Study Classes
 1:15-2:45 C: Language Study Classes
 3:45-5:45 Afternoon Programs
 6:00 Dinner
 7:00-8:30 Evening Programs

Friday, August 12:

8:30-10:15 A: Via, Part I (Mountain View)
 B: O'Neill, Part II (Hakone)
 C: Language Study Classes
 10:30-12:00 A: Language Study Classes
 10:30-12:15 B: Fanselow, Part II (Pacific View)
 C: O'Neill, Part II (Hakone)
 12:00 Lunch
 1:00-2:45 A: Via, Part II (Mountain View)
 C: Fanselow, Part II (Pacific View)
 1:15-2:45 B: Language Study Classes
 3:45-5:45 Afternoon Programs
 6:00 Dinner
 8:00-??? Farewell Party (Hakone)

Saturday, August 13:

9:30-11:15 Closing Ceremony (Big Hall)

NOTES AND EXPLANATIONS:

Special Lectures: On Friday there will be an additional special lecture scheduled, so you will meet with your Language Study Class only once. Please be sure to check the schedule for your group (A,B,C).

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.

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.

Materials Display: (Monday evening, Big Hall)

The purpose of the display is show a complete collection of language teaching materials that have been developed by publishers, LIOJ instructors, and participants. You may order or purchase these materials if you wish.

SPECIAL NOTE: In order to reduce waiting lines in the cafeteria, some language classes will have lunch break from 12:00 to 1:00, and others will break from 12:15 to 1:15. Be sure to check with your language class teacher the first day of class.

Please remember: ENGLISH ONLY!!

AFTERNOON AND EVENING PROGRAM SCHEDULE

Monday, August 8: (3:45 - 5:45)

- * Interlanguage and Error Correction (F. Bailey)
- * Approaches to Listening Comprehension (J. Battaglia)
- * Summarization Skills Workshop (A. Blasky)
- * Pronunciation -- The Silent Way (D. Nielson)
- * Games in the EFL Classroom (F. Smith)
- * Teaching Students to Give Speeches (T. Smith)
- * Basic Principles of Economics (B. Tobin)

Evening (7:00 - 9:00)

- * Materials Display in the Big Hall

Tuesday, August 9: (3:45 - 5:45)

- * Career Women in American Society (V. Christie)
- * Using News-Related Materials (M. Curtin)
- * Fluency/Story Squares (L. Knowles)
- * Sentence Combining (P. Mendes)
- * Pronunciation -- The Silent Way (D. Nielson)
- * Rod City (R. Ruud)

Evening (7:00 - 8:30)

- * Mini-Course I: Reading Poetry (J. Battaglia)
- * Mini-Course II: Persuasive Speaking & Debate (V. Christie)
- * Mini-Course III: Teaching English to Japanese (Dr. Kimizuka)
- * Mini-Course IV: Community Language Learning (W. Liang)
- * Mini-Course V: The Changing International Economy (B. Tobin)
- * Mini-Course VI: Notional Functional Approach - Tongan (R. Ruud)
- * Mini-Course VII: Dallas - American Language and Culture Through T.V. (D. Nielson)
- * Somewhere Over the Rainbow: The Search for a "New World" in American Popular Songs, 1950-1980 (A. Blasky)
- * T.V. News: American Images of Japan (M. Curtin)
- * A Study of Current American Women: The Perfectionist Syndrome (P. Mendes)
- * A Trip Across America (F. Smith)
- * Japan's International Image (T. Smith)

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

- * Interlanguage and Error Correction (F. Bailey)
- * Approaches to Listening Comprehension (J. Battaglia)
- * Round-Table Discussion: Teaching English at Japanese Junior & Senior High Schools (Dr. Kimizuka)
- * The English Verb System (L. Knowles)
- * Rod City (R. Ruud)
- * Games in the EFL Classroom (F. Smith)
- * Basic Principles of Economics (B. Tobin)

Evening (7:00 - 8:30)

- * Mini-Courses I,II,III,IV,V,VI,VII (Continued)
 - * The Outsiders: A Discussion on the Nature of Default Assumptions (F. Bailey)
 - * Somewhere Over the Rainbow: The Search for a "New World" in American Popular Songs, 1950-80 (A. Blasky)
 - * T.V. News: American Images of Japan (M. Curtin)
 - * A Trip Across America (F. Smith)
 - * Japan's International Image (T. Smith)
-

Thursday, August 11: (3:45 - 5:45)

- * Interlanguage and Error Correction (F. Bailey)
- * Summarization Skills Workshop (A. Blasky)
- * Fluency/Story Squares (L. Knowles)
- * Total Physical Response (TPR) - Cantonese (W. Liang)
- * Sentence Combining (P. Mendes)
- * Pronunciation - The Silent Way (D. Nielson)
- * Teaching Students to Give Speeches (T. Smith)

Evening (7:00 - 8:30)

- * Mini-Courses I,II,III,IV,V (Continued)
- * The Outsiders: A Discussion on the Nature of Default Assumptions (F. Bailey)
- * Somewhere Over the Rainbow: The Search for a "New World" in American Popular Songs, 1950-80 (A. Blasky)
- * A Study of Current American Women: The Perfectionist Syndrome (P. Mendes)
- * Language Education in Korea (Korean Participants)
- * Language Education in Thailand (Thai Participants)
- * Media in the Classroom (J. Fanselow)

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

- * Career Women in American Society (V. Christie)
- * Using News Related Materials (M. Curtin)
- * The English Verb System (L. Knowles)
- * Total Physical Response (TPR) - Cantonese (W. Liang)
- * Sentence Combining (P. Mendes)
- * Rod City (R. Ruud)
- * Games in the EFL Classroom (F. Smith)

Evening (8:00 - ???)

Farewell Party in Hakone Room

NOTES:

PROGRAM DESCRIPTIONS

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

Interlanguage and Error Correction (F. Bailey)

Interlanguage is a theory of second language acquisition that has been developed in the last fifteen years. This workshop presents the basic ideas of this theory and explores with the participants the implications it has for error correction in the classroom. (15)(M,W,Th) Birch

Approaches to Listening Comprehension (J. Battaglia)

Recently the importance of listening comprehension in language programs has been receiving more attention. In this workshop various approaches to listening comprehension will be discussed, including ways develop your own materials or adapt commercially available materials for your class. The workshop will also include some demonstration lessons and a question and answer period in which the practical problems of using listening materials will be addressed. (20)(M,W) Mountain View

Summarization Skills Workshop (A. Blasky)

In this workshop, we will consider the ways in which information is organized in English expository writing. In particular we will look at linking words (cohesion) and organizational principles (coherence). We will see how listening and speaking activities can be combined in oral summarization exercises designed to train students to receive and transmit information clearly and accurately in English. (20)(M,Th) Hakone

Career Women in American Society (V. Christie)

Over 50% of American women now work outside of the home in jobs such as teachers, truck-drivers, supervisors and secretaries. Their working has influenced not only the American economy, but family, marriage and career attitudes of both sexes. This lecture/discussion will examine the impact these women are making on society and the difficult choices both men and women must make to accomodate one another! (20)(Tu,F) Birch

Using News-Related Materials in the Classroom

(M. Curtin)

Television, radio and print journalism offer teachers a unique opportunity to use "natural" language in the classroom. Such materials can be used to improve reading, listening, conversational and overall comprehension skills. A careful selection of material of interest to the students can also increase student involvement in the language learning process. These materials are geared to students at the lower intermediate levels and above. (20)(Tu,F) Mountain View

Round-Table Discussion: Teaching English at Japanese Junior & Senior High Schools

(Dr. Kimizuka)

This session will allow participants to exchange views with Dr. Kimizuka on a wide variety of problems related to teaching English in Japanese schools. (20)(W) Hakone

Fluency/Story Squares: A Technique for Developing Fluency

(L. Knowles)

Squares are mnemonic devices designed to develop oral fluency, pronunciation, and grammar. Students communicate by asking and answering questions about the information contained in the squares. This provides a structured yet communicative way of getting students to learn English by using it. Squares for different levels and purposes will be demonstrated. (20) (Tu,Th) Sky Lounge

The English Verb System

(L. Knowles)

This lecture gives an alternative way to describe and teach the English verb system. Five predicate markers will be discussed: (-d), modals, have+V(n), be+V(ing), and be+V(n). Understanding these markers gives insights into the verb system that have practical classroom application. Points to be focused on are: polite forms, conditional forms, and perfect forms. (15)(W,F) Edmonton

Total Physical Response - Cantonese

(W. Liang)

This will be an introduction to TPR, the Total Physical Response approach to language learning. Students are actively involved in responding to commands they hear in the target language, in this case Cantonese. Those present will be asked to participate as students.

(20) (Th,F) Green

Sentence Combining

(P. Mendes)

This workshop will examine sentence combining as a syntactic manipulation of structures like single word modifiers, clauses and phrases within a sentence. The second part will look at sentence combining as a transformational operation of linking kernel sentences like those described in deep structure through processes such as deletion, substitution and addition. Finally, we will look at exercises to improve skills in coordinating and subordinating related ideas, as well as an exercise in coordinating structures grammatically. (15)(Tu,Th,F) Ivory

Pronunciation - The Silent Way

(D. Nielson)

The Silent Way is a powerful tool for teaching language, and especially pronunciation. The teacher makes use of the students' awareness to lead them to proficiency and understanding. This will be an actual lesson focusing on some of the more troublesome pronunciation problems in English, which will be handled in several different ways using The Silent Way. (20) (M,Tu,Th) Edmonton

Rod City

(R. Ruud)

Most teachers want their students themselves to generate the language used in the classroom. The difficulties involved in using this language include providing a meaningful and dynamic context, guiding the language used toward "important" areas of focus, and correcting errors without intimidating students and stifling their initiative. Rod City is a technique which provides a means to meet these difficulties. This workshop will be a demonstration and analysis of this technique. (20) (Tu,W,F) Pacific View

Games in the EFL Classroom

(F. Smith)

Games related to lessons and texts can add a creative and spontaneous atmosphere to the classroom. Such activities 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 different ages and levels. Participants will participate! (15) (M,W,F) Sky Lounge

Teaching Students to Give Speeches (T. Smith)

This lecture presents a rationale and a method for using speeches in an EFL classroom. A sample speech will be shown and examined. (max. 20) (M,Th) Pacific View

Basic Principles of Economics (B. Tobin)

This workshop will present to the non-economist the basic tools and vocabulary needed to understand how an economy functions. Topics covered will include how interest rates are determined, exchange rate determination, supply and demand, savings and consumption patterns, investment, GNP (Gross National Product) and taxation. Students will be encouraged to suggest further topics of interest. (15) (M,W) Ivory

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

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

This mini-course is for those who enjoy or would like to learn more about reading poetry in English. The course will begin with a discussion on the nature of poetry. Methods for reading poetry for greater understanding and appreciation will be a main focus. Each night we will read and discuss several poems which will be chosen from British and American literature. We will read poems that are short and easy to discuss. (12) (Tu,W,Th) East Lounge

Mini-Course II: Persuasive Speaking and Debate
(V. Christie)

Speech-making and debating are useful western methods of deciding issues and solving problems. This mini-course is a sequential workshop on how persuasive speeches are constructed and how debates are conducted. Class will participate in composing a persuasive speech and will debate and judge a subject of their own choice. (12) (Tu,W,Th) Mountain View

Mini-Course III: Teaching English to Japanese

(Dr. Kimizuka)

This three-part course will focus on various problems related to teaching English to speakers of Japanese. See the description on page 16. (15) (Tu,W,Th) Hakone

Mini-Course IV: Community Language Learning - English

(W. Liang)

This course is based on concepts from Community Language Learning. It is intended for those who already have some exposure to those ideas; the emphasis will be on how to apply them in the classroom. Participants will examine ways of obtaining and working with student-invested materials by participating as students in a language class, designing classroom activities, and exchanging ideas based on their own experiences. (12)(Tu,W,Th) Green

Mini-Course V: The Changing International Economy

(B. Tobin)

This course will cover the postwar history of economic relations between the U.S., Japan, and Europe. One session will deal with the recovery from the Second World War and the institutions which were created to manage the international economic systems. The second session will focus on problems of the 60's and 70's, such as the oil crises, inflation, trade wars, etc. The last session will be devoted to current problems, such as trade protectionism, Third World debt burdens, East-West trade, and other topics. The afternoon workshop, Basic Principles of Economics, is recommended preparation for this mini-course. (12) (Tu,W,Th) Boston

Mini-Course VI: Notional-Functional Syllabuses - Tongan

(R. Ruud)

This two-part course will involve the use of a notional-functional syllabus with beginners in Tongan. There will be two 45-minute lessons per session. Analysis will follow regarding how notions, or concepts, and functions of language act as starting points for lessons, how priorities are established, and how language is taught, recycled, expanded, and made more complex.

(12) (10 observers) (Tu,W) Pacific View

Mini-Course VII: Dallas - American Language and Culture Through Television

D. Nielson

The popularity of the T.V. series Dallas in the U.S. is an indication of the fascination Americans have with the wealth, glamour and power of the very rich. In this two part mini-course we will use CLL (Community Language Learning) to study the language used in Dallas and examine the values and culture of the main characters and how they relate to Americans. (12)(Tu,W) Edmonton

The Outsiders: A Discussion on the Nature of Default Assumptions (F. Bailey)

This workshop will examine the nature of the unconscious assumptions that each of us has about the nature and organization of his world. Examples drawn from a variety of cultural sources will provide the focus for this discussion on the problems of intercultural communication and understanding. (12)(W,Th) Chicago

Somewhere Over the Rainbow: The Search for a "New World" in American Popular Songs, 1950-1980

(A. Blasky)

The dominant myth of American history and American life is the search for a better world. This dream is reflected in popular music. In this workshop, we will listen to and talk about songs which were popular in America during the past thirty years, focusing on the music of the "younger generation." We will also see how popular songs are used in movies to establish a theme or to comment upon the action. (12) (Tu,W,Th) Ivory

T.V. News: American Images of Japan (M. Curtin)

In our times, television is the great communicator. However, it can also be the source of serious miscommunication. Recent coverage of trade relations between the U.S. and Japan is a good example of how T.V. news fails to increase understanding of a very complicated international problem. In this lecture we will look at the reasons why the nature of T.V. news in the U.S. actually creates more problems than it solves. (12) (Tu,W) Cherry

Media in Language Classrooms (J. Fanselow)

Ways will be demonstrated to make a better match between the way we get information from media outside of the classroom and inside the classroom. Object, pictures, slides and overheads will be used in a range of ways. The slides show scenes in various parts of Africa and Europe and will be informative on their own as well as indicators of ways to use media. (12)(Th) Edmonton

A Study of Current American Women: The Perfectionist Syndrome (P. Mendes)

This workshop defines perfectionism as a problem associated with successful, talented, and achievement-oriented

women of today. Using autobiographical accounts of such women as Jane Fonda and Cherry Boone O'Neill, we will show how an obsession with perfectionism, particularly in the area of appearance, can lead to depression, suicide, drugs, and anorexia nervosa. We will also focus on related factors, including sources of and possible solutions to this problem. (12)(Tu,Th) Peach

A Trip Across America

(F. Smith)

This slide lecture will take the audience from Maine to Hawaii, affording glimpses of how varied American scenery, people, and lifestyles can be. The photographs were taken between April and July of this year. Questions and comments from participants will be welcome. (15) (Tu,W) Birch

Japan's International Image

(T. Smith)

This lecture and discussion will examine what foreign people think about Japan and the Japanese, and what could be done to improve the image of Japan overseas. (12) (Tu,W) Sky Lounge

Language Education in Korea

(Korean Participants)

This will be a presentation and discussion of language education in Korea conducted by the Korean participants in the workshop. This will be a chance for participants to compare their own experiences with teachers from other countries. (12) (Th) Sky Lounge

Language Education in Thailand

(Thai Participants)

This will be a presentation and discussion of language education in Thailand conducted by the Thai participants in the workshop. This will be a chance for participants to compare their own experiences with teachers from other countries. (12) (Th) Pacific View

SPEAKERS AND GUEST LECTURERS

JOHN FANSELOW -- Guest Lecturer

Professor Fanselow became involved in TESOL as a Peace Corps Volunteer when he taught English in Nigeria in 1961. He is presently the Chairman of the Department of Languages, Literature and Social Studies at Teachers College, Columbia University in New York City. He has been active in the professional organization, TESOL, having served as the second vice president in 1976 and as the president in 1981. His major interest is systematic observation of both classrooms and non-teaching settings. He has developed an observation system, FOCUS, described in a 1977 TESOL Quarterly article and Breaking Rules, a book to be published by Longman later this year.

The Lecture: (Classroom Teaching Tehniques) Participants will examine various ways to more effectively use materials and activities in the classroom. (Pacific View)

SUMAKO KIMIZUKA -- Opening Day Speaker & Guest Lecturer

Dr. Kimizuka is Assoc. 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 both B.A. and M.A. degrees, and she 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.

The Mini-Course: Teaching English to Japanese (Adaptation and Application of "Language from Within" and "Functional-Notional" Approaches to Japanese Junior and Senior High School Classrooms) Each of these instructional approaches has its own distinct purposes, procedures, and techniques. However, it is obviously not practical nor effective to rely on one single approach entirely. This mini-course is intended for Japanese teachers of English who are interested in improvising and creating their own instructional approaches to meet the particular needs and situations of their classes. The course will include the following topics: description of basic features of "Functional-Notional Approach"

and "Language from Within Approach"; advantages and limitations of these approaches; and problems and suggestions related to class size, class hours, assigned textbooks, entrance examinations, students and community needs, and teachers' proficiency in English. (Hakone)

ROBERT O'NEILL -- Guest Lecturer

Mr. O'Neill was born in Chicago, Illinois, and went to school there and in Los Angeles, including being trained as a "method" actor in the Karl Heinz Roth Actor's Workshop in L.A. In 1957 he left the U.S. to study art, philosophy and languages in Europe. He began teaching English as a foreign language in Germany, and in 1960 took a teaching post at the European Language and Educational Centre in Bournemouth, England. From 1969 to 1972 he was the Director of Applied Research there and began publishing books and articles (English in Situations, Kernel Lessons Intermediate). After 1972 he became a free-lance author and continued publishing (Viewpoints, Kernel Lessons Plus, Kernel One, Kernel Two, English in Action, all but the last one published by Longman, as well as Interaction, Business News and various readers). He has worked and lectured in Austria, Germany, France, Spain, Yugoslavia, Brazil, Japan and other countries.

About the Lecture: (General Comprehension as the Key Learning Skill, and Its Relation to Teaching Techniques) This presentation will stress the central importance of general comprehension in learning and will address several specific questions, including:

Why is General Comprehension the key skill?

To what extent can many traditional practices of teachers be described as "not teaching but interference with learning?"

What are some of the simple techniques teachers can use to prepare and improvise their own materials for general comprehension?

What is the role of more detailed comprehension? When should it take place, and how?

How can gist or general comprehension be integrated with the teaching of vocabulary and the review and revision of grammar?

What is the importance of "previewing" in teaching?

What is the relation of general comprehension to a more complete theory and practice of foreign language teaching.? (Hakone)

RICHARD VIA -- Guest Lecturer

Richard Via is an Educational Specialist at the Culture Learning Inst. of the East-West Center. After twenty-three years of theatre work (Sound of Music, Miracle Worker, etc.) in New York he became interested in the use of theatre and drama techniques for language learning. He is the author of English In Three Acts, co-author of Playing With English, and a new book Talk and Listen. He has also published articles in The English Teaching Forum, Cross Currents, Language Arts, World Language English, and The English Bulletin. Two summers ago he taught at Teachers College Columbia Univ. for the TESOL Summer Inst. and frequently he teaches at the Univ. of Hawaii Dept. of ESL.

The Lecture: (Drama Techniques for Teaching English)
Language to be effective must express the feelings and wishes of the user. Each user of the language brings something to it that reflects his/her individuality. We seem to have no problem in accepting this idea when learning our native language, but often reject it when we learn/teach a second language. These lectures will focus on the individuality of the individual and demonstrate various drama techniques which help students add themselves to English. Once this is accomplished they are freed from trying to be native speaker like and can go beyond mimicry and rote memorization. Students discover that they can use English to express themselves, their culture and that this communication is meaningful. (Mountain View)

MOTOMITSU YAMANOE -- Closing Day Speaker

After graduating from Kansei University in 1964, Mr. Yamanoue went to the U.S. and studied for two years at Rochester University. He worked for an American company for one year, and then returned to Japan and joined Kobe Steel in 1967. In 1975 Kobe Steel started hiring foreign employees. Since that time, Mr. Yamanoue has been heavily involved in managing and working with these employees. In 1978 he was promoted to Manager of International Planning, Dept. of Personnel. Mr. Yamanoue is well-known throughout Japan and is highly respected by Japanese and non-Japanese alike for his leadership role in the internationalization of Japanese companies.

LIOJ FACULTY AND STAFF

John Andrus - Instructor

John has a Ph.D. in Musicology from the Univ. of California, and studied teaching ESL/EFL at the 1982 TESOL Summer Institute. Before coming to Japan he taught ESL in New Mexico. An interest in other cultures led him to take up a teaching position in Cairo in 1977, where he became involved in a research project in Arabic music.

Francis Bailey - Instructor

Francis has an M.A.T. in ESL from the School for International Training and has studied linguistics at the Univ. of North Carolina. He taught for two years in the Peace Corps in Tonga, and he has also taught ESL and linguistics in the U.S. His interests include reading, traveling, and experiencing different cultures.

John Battaglia - Instructor

John has an M.A. in English from the Univ. of Iowa. His teaching experience includes teaching ESL for the U.S. Peace Corps in Malaysia. He is co-author of Yoshi Goes to New York: Authentic Discourse for Listening Comprehension. He has travelled extensively in Asia and Europe, and his main interest is literature.

Jennifer Bixby - Instructor

Jennifer has an M.A. in TESL from Boston Univ. and a B.A. in Comparative Literature. Her ESL experience includes teaching in Colombia and teaching, training, and curriculum development in Boston. She enjoys learning languages, traveling, and playing the fiddle.

Patrick Blanche - Instructor

Patrick has an M.A. in Spanish and French Literature from West Virginia Univ., and is completing an M.A. in Bilingual Education and Linguistics at the Univ. of California. He has teaching experience in three different languages, and would eventually like to work for the Educational Branch of the United Nations.

Andrew Blasky - Instructor, & Co-Editor, Cross Currents

After graduating from Princeton Univ., Andy worked and taught English at the Navajo Indian Reservation in New Mexico. He then earned his Ph.D. in English Liter-

ature from the Univ. of California, where he taught for four years. He enjoys hiking and fishing, modern music and old movies, computer programming, and bowling.

Lori Brooks - Instructor, & Co-Editor, Cross Currents

Lori has an M.A., TEFL, from S.F. State. 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.

Vickie Christie - Instructor

Vickie has an M.A. in speech and communication. She won the International Kenyon Award for a paper on the effect language has had on the women's movement. Her M.A. thesis was a comparison of the differences between men and women in how easily persuaded they are. She has been the Debate Coach for the Univ. of Alaska and has taught at Anchorage Community College for seven years.

Michael Curtin - Instructor

Michael has taught in several LIOJ programs since coming to Japan this year. Most of his time however is spent working as a news correspondent for National Public Radio, U.S.A. and the Canadian Broadcasting Corp. He has won two national broadcasting awards in the U.S. and has taught journalism to high school students and adults.

John Fleischauer - Instructor

John has an M.A. International Relations (Southeast Asia), and teaching experience in Thailand, Malaysia, Singapore, and Taiwan. He served in the U.S. Peace Corps in S.E. Asia, and has studied several languages of the area. His interests include traveling, sports, and conversing with people of different cultural backgrounds.

Penny James - Instructor

From Winnipeg, Manitoba, Canada, Penny has an M.A.T. in ESL from the School for International Training. She taught English and Business Skills in a secondary school in Ghana, West Africa as a C.U.S.O. Volunteer from 1970-1973, and has taught at LIOJ for more than three years.

Michael Kleindl - Instructor & Testing Supervisor

Mike has an M.A.(TESL) from Southern Illinois Univ. where he was an instructor in Russian, German, and ESL. 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.

Mary Kleindl - Instructor

Mary has a B.A. in Spanish with a minor in English from Southern Illinois University. She has taught in Japan for the past two years, including at Hitachi and Nippon Soda companies. Besides language teaching, she enjoys sketching, reading, and socializing.

Lance Knowles - Director

Lance has been Director at LIOJ since 1979. His publications include two EFL texts: Story Squares, and Fluency Squares, as well as articles for Cross Currents. He has made numerous conference presentations, including several TESOL and JALT conferences, and he has taught children and adults from various countries.

Warrick Liang - Instructor

Warrick has a B.A. in History from the Univ. of California and is an M.A.T candidate in ESL/EFL at the School for International Training. He has taught ESL/EFL in the U.S. and in Japan for several years. He enjoys tennis, going to the beach, and learning languages.

Max Mayer - Instructor

Max has a B.A. in Anthropology from U.C.L.A. and an MSc. in Applied Linguistics from the Univ. of Edinburgh in Scotland. He has taught English in Iran, France, England and the U.S., including Harvard University. He was also a presenter at the TESOL Conference in Hawaii in 1982. He enjoys traveling, sailing, and eating nori-maki.

Sheila McEnergy - Instructor

Sheila has a B.A.(Honours) and a B.Ed. in English and ESL from the Univ. of Toronto. Besides teaching at LIOJ she is advertising manager for the journal, Cross Currents. She has traveled to most of Canada, parts of the U.S., the British Isles, and S.E. Asia, and she enjoys cross country skiing and ice skating.

Patti Mendes - Instructor

Patti has an M.A. in linguistics with an ESL specialty from the Univ. of Colorado, and a B.A. in secondary education and language arts. She taught for two years in junior and senior high schools and four years as an instructor of English composition at the Univ. of Colorado. Patti is a published poet, and her interests include a study of religions.

Derald Nielson - Instructor

Derald has a B.S. in Business Administration from Southern Utah State College and a M.A.T (ESL) from the School for International Training. He has taught in Japan for over eight years. In 1979 he spent one month studying the Silent Way at Educational Solutions Inc. in New York with Dr. Gattegno, inventor of the Silent Way.

Laura Nugent - Instructor

Born in Dublin, Ireland, Laura received a B.A. in Old and Middle English with a minor French from University College Dublin. She has taught in Paris for five years, in Ireland, where she taught at the Dublin School of English and Foreign Languages, and in the U.S. She enjoys traveling, learning languages, movies and cooking.

Melissa Owen - Instructor

Melissa has a B.S. in Plant & Soil Science from the Univ. of Massachusetts. She has taught at LIOJ since the beginning of this year, and her previous experience includes work as a counselor of new students at the Univ. of Massachusetts. She has also worked as a therapist of mentally disturbed veterans.

Robert Ruud-Prestebak - Academic Supervisor

Robert has an M.A.T. from the School for International Training. His EFL teaching experience includes two years in Tonga, where he also worked as a teacher trainer. He has given presentations at JALT Conferences in Japan, and at LIOJ is heavily involved in teacher training and curriculum development.

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 chil-

dren, high school, and adult classes at LIOJ, she has worked as a summer camp arts and crafts director. Her interests include hiking, yoga, dance and ikebana.

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 the American Chamber of Commerce Journal and is interested in international relations. He enjoys jazz and sports.

Brian Tobin - Instructor

Brian has an M.A. from Johns Hopkins University, the School for Advanced International Studies, specializing in Western European Studies and Economics. He has also worked with the U.S. Department of Commerce, International Trade Administration, and studied in Italy.

Nobuhito Seto - General Manager

Nobuhito is responsible for the major accounting and business transactions of LIOJ, and also general problem-solving and staff management. He also assists with the publication and management of Cross Currents.

Yoshiko Oguri - Marketing Manager

Yoshiko is responsible for managing communication with client companies. In addition to working closely with the General Manager on advertising and public relations, she also works as the Director's secretary.

Atsuko Seto - Secretary

Atsuko handles inner office work and teacher-related matters, including materials preparation.

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 thirteen 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 Japan in 1975.

LIOJ graduates today number over 16,000: English teachers, 1,900; businesspeople, 3,850; regular students (mostly university students), 1,650; and Odawara community course students, 10,000. It has been our great pleasure to bind ties with other parts of Asia through the participation to date of 49 Thai teachers and students. Four 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 潮

All participants in the 15th 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:

Teaching Reading
Total Physical Response
Book Reviews

Jigsaw Story Telling
Discourse Analysis
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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4-14-1, Shiroyama,
Odawara 250,
Japan



LIOJ

LANGUAGE INSTITUTE OF JAPAN

Asia Center, 4-14-1, Shiroyama, Odawara, Kanagawa 250, Japan

TEL. 0465-23-1677