

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

AUGUST 12—18, 1984

**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 sixteenth annual LIOJ Summer Workshop. I am happy that our workshop continues to receive 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.

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.

Sincerely,

M. Shibusawa  
Executive Director,  
MRA Foundation

Dear Colleagues,

Welcome to our sixteenth annual LIOJ Workshop. In this increasingly complex world, English, as the international language, has become a vital concern, especially for those involved in working to improve international communication. English teachers therefore have a particularly important job, and a workshop such as this can assist in the professional growth of those teachers who are conscientious enough to want to improve their skills. Perhaps by meeting together this week to share ideas and frustrations you will be able to leave this workshop refreshed and inspired.

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 1984 workshop, I would 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.

P. Lance Knowles  
Director, LIOJ

## DAILY SCHEDULE

### Sunday, August 12:

11:15 Opening Assembly (Big Hall)  
12:15 Lunch  
1:00-2:45 Placement Test (Big Hall)  
3:00-4:00 Special Interest Group Mtg. (Big Hall)  
4:00-5:45 Group A: Frank, Part I (Mountain View)  
Group B: Via (Hakone)  
Group C: LaForge (Pacific View)  
6:00-7:00 Dinner  
7:00-8:00 Orientation Meeting (Big Hall)  
8:15-9:45 Welcome Party

### Monday, August 13:

8:30-10:15 Group A: M. Frank, Part II (Mtn. View)  
Group B: T. Pendergast, Part I (Hakone)  
Group C: Language Study Classes  
10:30-12:00 Groups A & B: Language Study Classes  
10:30-12:15 Group C: R. Via (Hakone)  
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 14:

8:30-10:15 Group A: R. Via (Hakone)  
Group B: M. Frank, Part I (Mtn. View)  
Group C: Language Study Classes  
10:30-12:00 Groups A & B: Language Study Classes  
10:30-12:15 Group C: T. Pendergast, Part I (Hakone)  
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 15:

8:30-10:15 A: P. LaForge (Pacific View)  
B: M. Frank, Part II (Mtn. View)  
C: Language Study Classes



## NOTES AND EXPLANATIONS:

Special Interest Groups On Wednesday afternoon from 1:10 to 2:45 there will be meetings of groups of participants who have interest in discussing or exploring subjects of particular concern to them. No language classes will be held at this time.

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 13: (3:45 - 5:45)

- \* The Search for Happiness
- \* Summarization Skills Workshop
- \* Making Tapes for Listening Comprehension
- \* Impressions of the Direct Method Approach in a Japanese High School
- \* Video English
- \* Entailment
- \* Rod City
- \* Designing a Simulation

Evening (7:00 - 9:00)

- \* Materials Display in the Big Hall
- 

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

- \* Lessons In Listening Comprehension for Large Classes
- \* The Search for Happiness
- \* Two Modern Theories of Grammar
- \* Using Fluency Squares to Teach Grammar & Pronunciation
- \* Video English
- \* Rod City
- \* Developing Lateral Thinking Ability Through Games
- \* Language Education in Korea

Evening (7:00 - 8:30)

- \* Mini-Course I: Self-Access Pair Learning
- \* Mini-Course II: Persuasive Speaking & Debate
- \* Mini-Course III: Teaching English to Japanese
- \* Mini-Course IV: Essay Writing
- \* Mini-Course V: Textbooks Plus Alpha
- \* Reading Poetry
- \* Somewhere Over the Rainbow: The Search for a "New World" in American Popular Songs, 1950-1980
- \* Facets of America
- \* American Landscapes

Wednesday, August 15: (3:45 - 5:45)

- \* Summarization Skills Workshop
- \* Making Tapes for Listening Comprehension
- \* Using Fluency Squares to Teach Grammar & Pronunciation
- Student-Centered Learning and the Japanese Classroom
- \* Entailment
- \* Classroom Techniques & Activities
- \* Designing a Simulation
- \* Japan and the World

Evening (7:00 - 8:30)

- \* Mini-Courses I,II,III,IV,V (Continued)
  - \* Reading Poetry
  - \* Somewhere Over the Rainbow: The Search for a "New World" in American Popular Songs, 1950-80
  - \* Facets of America
  - \* U.S. Presidential Election & Prospects for Detente: The Possibility of Change in U.S.-Soviet Relations
  - \* American Landscapes
  - \* Speeches & Oral Presentations for EFL Students
- 

Thursday, August 16: (3:45 - 5:45)

- \* Lessons In Listening Comprehension for Large Classes
- \* The English Verb
- \* Impressions of the Direct Method Approach in a Japanese High School
- \* Video English
- \* Developing Lateral Thinking Ability Through Games
- \* Japan and the World
- \* Language Education in Thailand

Evening (7:00 - 8:30)

- \* Mini-Courses I,II,III,IV (Continued)
- \* Reading Poetry
- \* Somewhere Over the Rainbow: The Search for a "New World" in American Popular Songs, 1950-80
- \* Facets of America
- \* U.S. Presidential Election & Prospects for Detente: The Possibility of Change in U.S.-Soviet Relations
- \* American Landscapes
- \* Speeches & Oral Presentations for EFL Students

Friday, August 17: (3:45 - 5:45)

- \* Making Tapes for Listening Comprehension
- \* Two Modern Theories of Grammar
- \* The English Verb
- \* Student Centered Learning and the Japanese Classroom
- \* Classroom Techniques & Activities
- \* Developing Lateral Thinking Ability Through Games
- \* Japan and the World

Evening (8:00 - ???)

Farewell Party in Hakone Room

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NOTES:

## PROGRAM DESCRIPTIONS

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

### **Lessons in Listening Comprehension for Large Classes**

(F. Bailey)

This seminar examines the role of listening comprehension in language learning. A short review of current theories will be followed by a demonstration of several lessons and materials suitable for large classes. A thematic tape being developed at LI0J will be also be demonstrated. Participants will have the opportunity to experience the materials as they are used in the classroom. (20)(Tu,Th) Sky Lounge

### **The Search for Happiness**

(J. Battaglia)

Most people would agree that finding happiness is life's most important goal. But what exactly is happiness? What are the elements that make it up, and how can we hope to achieve it? What are its causes? What are causes of unhappiness? This seminar will attempt to answer these and other questions while examining the way in which we spend our lives in our seemingly endless search for happiness. (20)(M,Tu) Edmonton

### **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. (25)(M,W) Hakone

### **Making Tapes for Listening Comprehension**

(V. Christie)

(M. Fisher)

To improve listening comprehension, it is useful to give students practice with as authentic-as-possible conversations. This seminar will guide teachers in making natural taped dialogues. What situations to use, how to control the complexity for the level of the class, and what questions to ask students to help them focus on important information will all be discussed. We will do a dialogue to illustrate how to make tapes. (20)(M,W,F) Sky Lounge

### **Two Modern Theories of Grammar**

M. Frank

This lecture will discuss basic concepts without getting too theoretical or abstract. Dr. Frank will point out how she has applied these theories in writing her grammar reference books. (25) (Tu,F) Mountain View

### **Using Fluency Squares to Teach Grammar & Pronunciation**

(L. Knowles)

Fluency Squares are mnemonic visuals designed to develop oral fluency, grammar, and pronunciation by having students actively communicate in linguistically controlled contexts. 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. (25) (Tu,W) Pacific View

### **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) (Th,F) Edmonton

### **Impressions of the Direct Method Approach in a Japanese High School**

(H. Masuhara)

Remarkable progress in the theories and practices in TEFL has been made in various parts of the world. However there are many difficulties in utilizing these advances in the Japanese classroom. This presentation analyzes the difficulties faced by the classroom teacher and shows how I led an English Elective class using the direct method. The activities, grading system, and eight rules used during the class are useful for other classes as well, I believe, because they are mainly concerned with the class dynamics. (25) (M,Th) Pacific View

## **Student Centered Learning and the Japanese Classroom**

(D. Macintyre)

We will explore ways to help students take a more active role and accept responsibility in the learning process. Participants will be given the choice of taking part in or observing an experiment in student centered learning. We will then consider how similar activities might apply to a Japanese classroom. Evidence will be presented to show how student centered learning operates under very difficult circumstances. Finally, we will look at differences between Japanese and American approaches to education. (20) (W,F) Birch

### **Video English**

(L. Mayer & D. Pickles)

Video is an innovative and effective teaching tool increasingly popular in the classroom. The ways it can be used are many, and some techniques are better than others. This workshop examines the purposes and advantages of video, how to choose suitable videotapes (T.V. commercials, news reports, movies, etc.), and how to use videotapes for different types of lessons. Ways to use video effectively in large classes will also be discussed. (20) (M,Tu,Th) Birch

### **Entailment**

(P. Mendes)

Entailment, a component of Western logic, is a way to teach meaning. Vocabulary words, such as "bachelor," have been defined in terms of their entailments: human + male + unmarried. This workshop explores how entailment principles are vital in understanding how cultural differences affect comprehension of foreign language materials. It will also explore the use of entailment principles for semantic-oriented tasks such as drawing a conclusion, hypothesizing, and supporting an opinion effectively. (20) (M,W) Ivory

## **Classroom Techniques and Activities**

(D. Nielson)

This workshop presents techniques and activities that encourage students to use the language they have been studying to talk about themselves and to express their own ideas. The activities will include: The Human Computer, Card Sorting, Operations, and Spiel. Each activity can be used in different ways, such as to

practice skills like pronunciation and fluency, to increase vocabulary, or to practice structural forms. Participants will have the opportunity to take part as learners in each activity. (20) (W,F) Green

### **Rod City**

(D. Nielson)

In this workshop participants will use cuisenaire rods to make a city of their own design. As the city evolves there will be opportunities to focus on selected conceptual or structural elements of English. The use of the rods makes it possible to show the difference in meaning of grammatical forms in a very clear way. This workshop will be a demonstration and analysis of this technique. (20) (M,Tu) Green

### **Designing a Simulation**

(Uaporn Nikoonkarn)

This lecture presents the simulation as an approach to teaching which gives students the chance to integrate the four skill areas within a culturally realistic context. A job interview simulation will be discussed and analyzed, and participants will be presented with guidelines for how to design a simulation. Participants will then break into groups to develop simulations for use in their own classrooms. (20) (M,W) Mountain View

### **Developing Lateral Thinking Ability Through Games**

(L. Riesberg)

One of the most difficult problems for Japanese language learners seems to be a tendency to get stuck trying to translate one word or asking for repetition of the same phrase over and over when it would be more useful for them to try another tactic. This workshop will explore the use of games to develop such tactics in an enjoyable and stimulating way. (20) (Tu,Th,F) Ivory

### **Japan and the World**

B. Tobin

This seminar is in three parts. Participants may come to all three or only one. An outline will be provided, and participants will be free to express their views. Part I: The post war setting, trade and money problems, and development aid to the third world. Part II: Political and security relations, Japan's non-nuclear policy, and foreign policy in the Pacific.

(Continued)

Part III: Technological and cultural contributions to the world, externally imposed social change, Japan's international image, and her future role in the world. (20) (Part I, W, Part II, Th, Part III, F) Bear

**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. (25) (Tu) Hakone

**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. (25) (Th) Hakone

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

**Mini-Course I: Self-Access Pair Learning**

T. Pendergast

This three part mini-course will give participants the opportunity to experience self-access pair learning as students. Special attention will be paid to phonetic correction and rhythm and intonation. See page 17 for additional information. (15) (Tu,W,Th) Hakone

**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. The class will participate in composing a persuasive speech and will debate and judge a subject of their own choice. (15) (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) Edmonton

#### **Mini-Course IV: Essay Writing** (P. Mendes)

This course presents step-by-step strategies for writing short essays. The course will follow three stages of essay writing: invention, arrangement, and style. Each session will focus on one stage. For example, with style we might discuss the use of persuasive language to make a point. This would then be tried out. There will be lots of opportunity to experiment with methods of each stage and to receive feedback from other participants. (15) (Tu,W,Th) Pacific View

#### **Mini-Course V: Textbooks Plus Alpha** (L. Riesberg)

Teachers are often required to use texts chosen by the school system. Although such texts offer a systematic development of grammatical skills and vocabulary, they are often not interesting to the students and sometimes even boring. This two-part mini-course will show teachers how to develop classroom activities using cuisinaire rods which will be fun and interesting for the students and which can parallel and reinforce the required structures so that students can see their usefulness. (15) (Tu,W) Green

#### **Reading Poetry** (J. Battaglia)

This course is for those who would like to learn more about reading poetry in English. We will begin with a brief discussion on the nature of poetry and outline methods for reading poetry for greater understanding and appreciation. We will then read two or three poems that are short, easy to understand, and are considered to be good. We will discuss each poem. Participants may come to only one session or to all three, since different poems will be read each night. (12) (Tu,W,Th) East Lounge

#### **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

(Continued)

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. (15) (Tu,W,Th) Ivory

#### **Facets of American Culture** (M. Fisher)

Using interviews of Americans on certain topics and short articles from popular American magazines, this workshop will try to define American culture. Topics analyzed will include the Cinderella syndrome, individualism, entrepreneurism, love and marriage/divorce, and their subsequent ramifications in society and how Americans view aging and death. Questions and discussion are welcome. (15)(Tu,W,Th) Cherry

#### **The Presidential Election and Prospects for Detente: The Possibility of Change in U.S.-Soviet Relations**

R. Kushen

This seminar examines the attitudes of the Democratic and Republican presidential candidates toward the Soviet Union and the communist bloc. The prospect of improved relations will be studied, from the perspective of both a possible change in U.S. leadership as well as the entrenched Soviet leadership. (15) (W,Th) Sky Lounge

#### **American Landscapes** (D. Pickles)

One of the greatest aspects of America is its natural scenic beauty. This slide-lecture will focus on American landscapes and geography, especially in the West and Southeast. All of the photographs were taken on a recent year and a half, thirty-thousand mile trip around the U.S., from coast to coast. Questions and comments from participants will be welcome. (15) (Tu,W,Th) Birch

#### **Public Speaking and Oral Reports for EFL Students**

B. Tobin

This seminar deals with the problem of speaking to a group of people on a particular topic. Styles of delivery, preparation, organization of ideas, responding to questions, introducing a speaker, and arguing a point will be covered, and some sample reports, speeches, and presentations will be discussed. In addition, participants will be encouraged to share their ideas with others in a follow-up discussion. (12) (W,Th) Boston

## SPEAKERS AND GUEST LECTURERS

MARCELLA FRANK -- Guest Lecturer

Professor Frank has had a distinguished career in language teaching, composition, literature, and linguistics. She is presently a Professor of English as a Second Language at the American Language Institute, New York University. In addition to her many presentations at conferences and universities around the world, Dr. Frank has an impressive list of publications, including Modern English: A Practical Reference Guide, 1972, Prentice-Hall, and Writing from Experience, 1983, Prentice-Hall. She has also published various articles, including "A Checklist for Teaching Comparison to Adult ESL Students," June 1981, Cross Currents.

The Workshop: This will be a demonstration of how to use oral work with intermediate or low advanced students to introduce grammatical structures for practice, and to guide the writing of compositions.

SUMAKO KIMIZUKA -- 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. (Edmonton)

PAUL LA FORGE -- Guest Lecturer

Rev. Paul 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. He studied clinical psychology at Loyola Univ. of Chicago and received his Master's degree in 1968. He continued his studies at the Univ. of Michigan, where he obtained an M.A. degree in TESOL. He returned to Japan in 1971 and taught for a year and a half at Nanzan Senior High School before being transferred to Nanzan Junior College. He was promoted to Associate Professor in 1974. He has published in many journals, and his most recent book, Counseling and Culture in Second Language Acquisition was published in 1983 by Pergamon Press, Oxford.

The Workshop: The Paper Drama in Counseling-Learning, Community Language Learning.

The Option: Rev. La Forge and Richard Via will work together to extend the ideas of drama in the classroom and counseling learning. (Pacific View)

TOM PENDERGAST -- Guest Lecturer

Tom Pendergast is a Professor in and Chairman of the English Dept. at Shitennoji International Buddhist Univ. Junior College, as well as Curriculum Consultant to the International Buddhist Junior and Senior High Schools. He did his B.A. and M.A. at Stanford Univ. and another M.A. (TESL) at the Univ. of Hawaii. He is a former Executive Secretary and President of JALT, and is Academic Advisor to DIDASKO, K.K. He is particularly interested in curriculum development and especially in the incorporation of such approaches as Total Physical Response, Silent Way, Self-Access Pair Practice, and C-L/CLL into an integrated curriculum.

The Workshop: Self-Access Pair Learning at the Shitennoji International Buddhist Schools. This approach allows for as many as 80 students in one room to work together in pairs for 95% of the class time. Students are trained to know what to do, how to do it, and how to peer correct. (Hakone)

The Option: This will be a brief demonstration of self-access pair learning and how it incorporates the methodological principles explained in the Workshop. A computerized system for measuring students's progress will be introduced, and slides and a video of classes at the high school will give a closer look at self-access in action. (Hakone)

#### RICHARD VIA -- Guest Lecturer

Richard Via is an Educational Specialist at the Institute of Culture and Communication of the East-West Center. This year has been a particularly busy one for him, giving lectures and workshops in Brazil, Thailand, Indonesia, and Singapore as well as presenting a paper at the TESOL Convention in Houston. He is currently working on a chapter for Wilga Rivers' new book, Interactive Language Teaching, and his own books include Talk & Listen, English In Three Acts, and Playing with English. His interest in drama for language teaching is the result of twenty-three years of professional theatre work in New York.

The Workshop: 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 unconsciously when we learn/teach a second language. This lecture will focus on the individuality of the learner 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. (Hakone)

The Option: Richard Via and Paul La Forge will work together to extend the ideas of drama in the classroom and counseling learning. (Pacific View)

## LIOJ FACULTY

### Francis Bailey - Academic Supervisor

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.

### John Battaglia - Instructor

John has an M.A. in English from the University of Iowa. He has taught English in Malaysia for two years and in Japan for four. He is the co-author of two ESL texts, Yoshi Goes to New York, and Start with Hello, published by Pergamon Press, Oxford, England. He has traveled widely, and his interests include literature.

### Patrick Blanche - Instructor

Patrick has an M.A. in French and Spanish from West Virginia Univ., and a TESOL certificate and an M.A. in education and applied linguistics from the Univ. of California at Davis. He taught high school and college-level French for about five years in the United States. He also taught English in Japan, Mexico, and France.

### Andrew Blasky - Instructor, Former Editor, Cross Currents

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.

### Carolyn Brown - Instructor

Carolyn has a B.A. in French from Davidson College in North Carolina and an M.A. in English literature from the University of Georgia. For the past six years, she has taught English composition and literature to college freshmen and sophomores. She enjoys creative writing.

### Vickie Christie - Instructor

Vickie has an M.A. in Speech and Communications from the Univ. of New Mexico. She won the International Kenyon Award for a paper on the effect language has had on the women's movement. She was the Univ. of Alaska's first debate coach and coached students to compete in National Debate Tournaments. She has recently completed a listening text and tape, Start with Hello.

#### Christine Dickinson - Instructor

Christine likes to be called Chris and is originally from Oregon. She has a B.A. in linguistics from the University of Chicago and an M.A. (TESOL) from Teachers College, Columbia University. She has been teaching in Japan since April 1982. Her interests are knitting, sewing, ice skating, swimming and Japanese.

#### Mary Dodig - Instructor

Mary has a B.A. in Spanish with a minor in English from Southern Illinois Univ. She has taught EFL in Japan for the past three years at several places, including Hitachi and Nippon Soda companies. Besides language teaching, she enjoys sketching, traveling, and listening to music.

#### Marilyn Fisher - Instructor

Marilyn received a B.A. in political science and a Juris Doctorate from Duguesne Univ. School of Law. She practiced law for five years before coming to teach at LIOJ in 1980. While at LIOJ for two years she co-authored an ESL textbook, Yoshi Goes To New York. Her interests include horticulture and landscape design.

#### Meg Grace - Instructor

Meg is from Bay St. Louis, Mississippi where she taught adult Vietnamese refugees before coming to LIOJ. She studied Philosophy at Stephens College in Missouri, Comparative Religions at Vanderbilt Univ., and received an M.A. in Linguistics from Syracuse Univ., New York. She enjoys sports, cooking, music, and languages.

#### Jochem Kiesewetter - Instructor

Jochem worked as a journalist and interpreter for ten years and has experience teaching English and other languages in Germany and Canada. He has a Professional Teacher's Certificate from the Univ. of British Columbia and an M.A. in Languages from Humboldt Univ.. His interests include art, nature, and languages.

#### Lance Knowles - Director

Lance has a B.A. in physics and math, but has become a specialist in ESL. His publications include two ESL texts, as well as articles for Cross Currents. He has also made numerous conference presentations, including at TESOL 83 in Toronto. His interests include creative writing, playing the piano, and playing Go.

Robert Kushen - Instructor

Rob has a B.A. in Russian studies from Harvard University. He has taught English to Russian emigres, and tutored students in Russian language and calculus. He has worked for the U.S. Congress, and a Washington law firm. He has traveled widely in Western Europe. His interests include cooking, sports, and astrophotography.

Duncan Macintyre - Instructor

Duncan studied philosophy and TESL at the Univ. of British Columbia. He worked at the U.B.C. language institute with Japanese and E.S.L students from other countries. He has experience in psycho-social therapy with old people, researched "Science and Technology in the Human Context," and taught a high school drama class.

Ruth Martin - Instructor

Ruth has a B.A. in English and an M.S. in diagnosis and correction of reading disabilities from Southern Illinois Univ. She spent five years in Sitka, Alaska as a reading specialist and three years in Taiwan teaching E.F.L. and literature at the university level. She enjoys tai chi chuan, films, music, and traveling.

Laura Mayer - Instructor, & Co-Editor, Cross Currents

Born in Dublin, Ireland, Laura received a B.A. in Old and Middle English with a minor in French from University College, Dublin. She taught English in Paris for five years, and has also taught in Ireland and the U. S. She enjoys traveling, learning languages, movies and and flower arranging.

Max Mayer - Community Program Supervisor

Max graduated from the Univ. of California at Los Angeles (UCLA) with a B.A. in Anthropology. He did graduate work in Applied Linguistics at the Univ. of Edinburgh, Scotland where he earned his M.A. He has taught English in Iran, France, England and the U.S. Max enjoys traveling, sailing, and reading.

Patti Mendes - Instructor

Patti has an M.A. in linguistics with a specialty in TESOL from the Univ. of Colorado at Boulder, 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 reading and writing.

D. Elizabeth Miller - Instructor

Liz has a B.A. from Harvard Univ. in French and an M.Ed. in TESOL from Boston Univ. She has taught ESL at Boston Univ., in the Harvard summer program and, through a French Government grant, at a high school in Bordeaux, France. She will teach ESL in Paris in the fall. She enjoys swimming, playing the flute, and weight-lifting.

Dearld H. Nielson - Academic Director

Derald has a B.S. in Business Admin. and an M.A.T. (TESOL) from the School for International Training. He has been an accountant and auditor for a C.P.A. firm. His teaching experience includes more than eight years in Japan. His interests include jazz and classical music, reading, and jogging. He also likes to cook.

David Pickles - Instructor

Dave has a B.A. in Mathematics from Bates College and an M.A. from the Univ. of Iowa. His most recent job before coming to LIOJ in October 1983 was with an economic research and consulting company. This work required travel to many countries (including Japan) in all areas of the world. His interests include hiking, reading, photography, and Japanese culture.

Larry Riesberg - Instructor

Larry was an exchange student at Konan Univ. After graduating with a B.S. in Marketing from the Univ. of Colorado, he returned to Japan and studied Industrial Sociology at the graduate level at Kwansei Gakuin Univ. Larry has an M.A.T. in ESL from the School for International Training, in Brattleboro, Vermont. He also taught English for three years at Sumitomo Metals.

Brian Tobin - Instructor, & Co-Editor, Cross Currents

Brian has an M.A. from the Johns Hopkins University, School of 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.

Susan Vik - Instructor

Susan is from Boston. She has a B.A. from Elmira College and an M.A. in TEFL from the University of Michigan. She has worked in Japan, Venezuela, and Greece, and since 1977 has been at Boston University where she teaches English to international students. She enjoys traveling, cooking, hiking, films and reading.

## **LIIOJ Scholarship Presenters**

### **Hitomi Masuhara -- High School Teacher**

Ms. Masuhara has been teaching English for more than five years at Tenpaku High School in Nagoya. She has a B.A. in English literature from Aichi Prefectural University, and she was an AFS student in the U.S. for a year in 1974. Her interests include sketching, reading, swimming, music, and dance.

### **Uaporn Nikoonkarn -- ESL Supervisor, Consortium**

Ms. Nikoonkarn is an ESL supervisor, with training and supervision responsibility for a team of 6-8 teachers working with refugees. Other work experience includes ESL teaching to refugees, translation (for an American medical team in Kao-I-Dang Camp) and family counseling for 75 Amerasian children (the Pearl Buck Foundation).

## **Korean Scholarship Participants**

Ms. Kyoung Soon Cho has an M.A. in Education from Ewha Women's Univ. and is an English teacher at Sook Myung Girls' High School in Seoul, Korea. Mr. Yong Woo Kouh has an M.A. in English from Soong Jun University and is an English teacher of Demonstration High School, Ewha Comen's University, College of Education.

## **Thai Scholarship Participants**

Mrs. Yajai Chuwicha has an M.Ed. in teaching English and 5 years experience in teaching Fundamental English and English Structure. Mrs. Suwattana Poomviset has an M.Ed. in secondary teaching and 6 years of experience in teaching writing and reading skills.

## LIOJ HISTORY

LIOJ is a private organization supported by a non-profit educational foundation. It was begun sixteen 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 17,000: English teachers, 2,000; businesspeople, 3,450; regular students (mostly university students), 1,600; 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 52 Thai teachers and students. Five 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.

# CROSS CURRENTS 雑

All participants in the 16th 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  
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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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