

EIGHTEENTH ANNUAL
LIOJ
SUMMER WORKSHOP FOR
JAPANESE TEACHERS OF ENGLISH

AUGUST 10—15, 1986

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 eighteenth 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 continue our tradition of inviting teachers from Korea and Thailand. This year we are pleased to welcome our first participant from the People's Republic of China. 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,

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

M. Shibusawa
Executive Director,
MRA Foundation

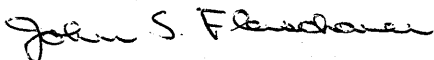
Dear Colleagues,

Welcome to our eighteenth annual LIOJ Workshop. We at LIOJ are pleased that we can continue to play our part in encouraging the study of English as a medium for the communication of ideas. Once again one of the themes of this year's workshop is the cross-cultural aspect of communication. During our workshop, you will have an excellent opportunity to share ideas and experiences with the LIOJ faculty and invited lecturers and guests from the United States and other countries. As is the custom at LIOJ, all activities will be **entirely in English**. This will not only provide you maximum practice in using and improving the English that you already know, but will also help stimulate you to 'think in English' and begin to place yourself in a new cultural context.

We at LIOJ also wish to offer this workshop as a tribute of our recognition and support of the tremendous efforts which Japanese teachers and teachers throughout the world are making in their efforts to improve the quality of their teaching. We are proud that we can play a part in encouraging the professional growth of men and women who are making a conscientious effort not only to instruct, but also to inspire, through the example of their own great efforts to improve their teaching and language skills.

In recognizing the hard work and dedication which all of us as teachers bring to our jobs, I would like to take this opportunity to draw particular attention to the efforts of the LIOJ teaching and office staff. It is only through their extraordinary hard work, perseverance, and dedication to excellence that this workshop, and the Language Institute of Japan, can succeed in reaching the high goals for which we aim.

Sincerely,



John S. Fleischauer
Director, LIOJ

DAILY SCHEDULE

Sunday, August 10:

- | | |
|-----------|--|
| 11:15 | Opening Assembly (Big Hall) |
| 12:15 | Lunch |
| 1:15-2:45 | Mr. Kaoru Kobayashi, Guest Speaker
Orientation (Big Hall) |
| 4:00-5:45 | Special Lectures:
Leslie Beebe, Part I (Hakone)
Bernard Choseed, Part I (Bear)
Diane Larsen-Freeman, Part I (Pacific View)
Robert O'Neill, Part I (Mountain View)
Richard Via, Part I (Ivory) |
| 6:00 | Dinner |
| 6:50-7:25 | Organization Meeting: Special Activities
(Mountain View) <u>Optional</u> |
| 7:30-8:00 | Language Class <u>Orientation</u> (Classrooms) |
| 8:15-9:45 | Welcome Party (Hakone) |

Monday, August 11:

- | | |
|-------------|---|
| 8:30-10:15 | Special Lectures:
Leslie Beebe, Part II (Hakone)
Bernard Choseed, Part II (Bear)
Diane Larsen Freeman, Part II (Pacific View)
Robert O'Neill, Part II (Mountain View)
Richard Via, Part II (Ivory)
David Wardell, Part I (Green)
(Part II, 3:45 - 5:45: Green) |
| 10:30-12:00 | Language Study Classes |
| 12:00 | Lunch |
| 1:00-2:45 | 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 12:

- 8:30-10:15 **Special Lectures:**
 Leslie Beebe, Part I (Hakone)
 Bernard Choseed, Part I (Bear)
 Diane Larsen-Freeman, Part I (Pacific View)
 Robert O'Neill, Part I (Mountain View)
 Sumako Kimizuka, Part I (Green)
 (Part II, 3:45 - 5:45: Green)
- 10:30-12:00 **Language Study Classes**
- 12:00 **Lunch**
- 1:00-2:45 **Language Study Classes**
- 3:45-5:45 **Afternoon Programs**
- 6:00 **Dinner**
- 7:00-8:30 **Evening Programs**

Wednesday, August 13:

- 8:30-10:15 **Special Lectures:**
 Bernard Choseed, Part II (Bear)
 Robert O'Neill, Part II (Mountain View)
 Diane Larsen-Freeman, Part II (Pacific View)
 Leslie Beebe, Part II (Hakone)
 David Wardell, Part I (Green)
 (Part II, 3:45 - 5:45: Green)
- 10:30-12:00 **Language Study Classes**
- 12:00 **Lunch**
- 1:10-2:45 **Special Interest Group Meetings**
- 3:45-5:45 **Afternoon Programs**
- 6:00 **Dinner**
- 7:00-8:30 **Evening Programs**

Thursday, August 14:

- 8:30-10:15 **Special Lectures:**
 Leslie Beebe, Part I (Hakone)
 Bernard Choseed, Part I (Bear)
 Diane Larsen-Freeman, Part I (Pacific View)
 Robert O'Neill, Part I (Mountain View)
 Sumako Kimizuka, Part I (Green)
 (Part II, 3:45 - 5:45, Green)
- 10:30-12:00 **Language Study Classes**
- 12:00 **Lunch**
- 1:00-2:45 **Language Study Classes**
- 3:45-5:45 **Afternoon Programs**
- 6:00 **Dinner**
- 7:00-8:30 **Evening Programs**

Friday, August 15:

8:30-10:15	Special Lectures: Leslie Beebe, Part II (Hakone) Bernard Choseed, Part II (Bear) Diane Larsen-Freeman, Part II (Pacific View) Robert O'Neill, Part II (Mountain View) Mario Rinvoluceri (Green)
10:30-12:00	Mr. Masao Kunihiro, Guest Speaker (Big Hall)
12:00	Lunch
12:45-3:45	Language Study Classes
4:15-6:15	Afternoon Programs
6:15	Dinner
7:15	Closing Ceremony (Big Hall)
8:45	Farewell Party (Hakone)

Saturday, August 16:

9:00-10:00	Check out Bus service to the Odawara station provided.
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NOTES:

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 either discussing or exploring subjects of particular concern to them (textbooks, testing, etc.), or in simply getting some exercise by visiting locations within reasonable distance of Asia Center. 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. In addition to regular language study classes, we will be offering Special Focus Classes concentrating on movies, drama, or composition.

Special Presentations: This year there will be special morning/afternoon presentations by David Wardell (M & W) and Sumako Kimizuka (Tu & Th). Robert O'Neill (W) and Richard Via (Th) will give special afternoon/evening presentations. As with the morning Special Lectures, participants should attend Part II only if they previously have attended Part I. Mario Rinvolutri will offer two separate presentations, a special morning presentation (F) and an afternoon presentation (F).

Materials Display: (Monday evening, Big Hall)

The purpose of the display is to 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 their 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 11: (3:45 - 5:45)

- * "Listening Communication for Junior & Senior High Schools" (LIOJ Scholarship Presentation)
- * "Technology: 'Under Control' or 'Out of Control'"
- * "Music Appreciation"
- * "Using Video Materials in the ESL Classroom"
- * "English as a World Language: whose language is it anyway?"
- * "The Current State of Error Correction"
- * "Teaching Reading: Theory and Practice"
- * "Teaching the English Article System: a step-by-step approach"
- * David Wardell, "Discovering Writing" (Part II)

Evening (7:00 - 9:00)

- * Materials Display in Big Hall

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

- * "Language Education in China"
- * "Interactive Exercises for Teaching Modals"
- * "Music Appreciation"
- * "Reading/Vocabulary Workshop"
- * Sumako Kimizuka, "Proficiency Based Language Instruction" Part II
- * "Writing for Lower-Level Learners"
- * "Conversation Management for Lower-Level Students"
- * "Environment and Society"

Evening (7:00 - 8:30)

- * "The Teacher's Voice and Pronunciation" (LIOJ Scholarship Presentation)
- * "Advertisements: a Multi-Faceted Resource in the Foreign Language Classroom"
- * "Speaking Activities"
- * "Aristotle's Poetics"
- * "Language Games for Children"
- * "An Introduction to Reading English and American Poetry"
- * "Multicultural America"
- * "Russian Poetry: the Mirror of Russian History"
- * "Teaching Variations"
- * "Basic Meanings for Eleven English Prepositions"

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

- * "Interactive Exercises for Teaching Modals"
- * "Music Appreciation"
- * "Language Proficiency Testing"
- * "Conversation Management for Lower-Level Students"
- * "English as a World Language: whose language is it anyway?"
- * "The Current State of Error Correction"
- * Robert O'Neill, "Video in the ESL Classroom" Part I
- * David Wardell, "Discovering Writing" Part II

Evening (7:00 - 8:30)

- * "Advertisements: a Multi-Faceted Resource in the Foreign Language Classroom"
- * "Speaking Activities"
- * "Jean Jacques Rousseau's Origin of the Languages"
- * "Language Games for Children"
- * "An Introduction to Reading English and American Poetry"
- * "Russian Poetry: the Mirror of Russian History"
- * "Teaching Variations"
- * Robert O'Neill, "Video in the ESL Classroom" Part II
- * Masahide Shibusawa, "Japan and the World: Challenges and Conflicts"
- * "Learning English through Songs"

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

- * "Language Education in Korea"
- * "Technology: 'Under Control' or 'Out of Control'"
- * "Reading/Vocabulary Workshop"
- * Sumako Kimizuka, "Proficiency Based Language Instruction" Part II
- * "Writing for Lower-Level Learners"
- * "Conversation Management for Lower-Level Students"
- * "Teaching the English Article System: a step-by-step approach"
- * Richard Via, "Advanced Drama" Part I

Evening (7:00 - 8:30)

- * "Advertisements: a Multi-Faceted Resource in the Foreign Language Classroom"
- * "Speaking Activities"

(Continued on Next Page)

- * "Aristotle's Poetics"
- * "Language Games for Children"
- * "An Introduction to Reading English and American Poetry"
- * "Multicultural America"
- * "Basic Meanings for Eleven English Prepositions"
- * "Learning English through Songs"
- * Richard Via, "Advanced Drama" Part II

Friday, August 15: (4:15 - 6:15)

- * "Language Education in Thailand"
- * "Using Video Materials in the ESL Classroom"
- * "English as a World Language: whose language is it anyway?"
- * "The Current State of Error Correction"
- * "Environment and Society"
- * "Teaching Reading: Theory and Practice"
- * "Teaching the English Article System: a step-by-step approach"
- * Mario Rinvolutri, "Grammar Games"

Evening

Closing Ceremony in Big Hall (7:15 - 8:00)

Farewell Party in Hakone Room (8:45 - ???)

NOTES:

PROGRAM DESCRIPTIONS

Afternoon Programs: (3:45 - 5:45 p.m., Monday/Thursday)
(4:15 - 6:15 p.m., Friday)

Technology: "Under Control" or "Out of Control"

(T. Cope)

Through an interactive discussion the participants will define technology and then discuss some recent "man-technological" mishaps that are having repercussions around our world and are raising many questions of our relationship with technology. Are we indeed in control of our technology or has technology begun to control us? If the latter is reality, are there ways to slow the pace of our technological innovations? Does technology really hold the key to our salvation as many people feel?

(20) (M, Th) BIRCH

Interactive Exercises for Teaching Modals

(J. Fleischauer)

An understanding of how to use modals (can, will, shall, may; could, would, should, might) is important for effective communication in English. In this presentation the presenter will introduce and work through a number of interactive exercises which help encourage classroom practice in the use of English modals for real communication. This will be a "hands on" presentation, and participants will actively take part in the various exercises introduced.

(20) (Tu) EDMONTON; (20) (W) BIRCH

Music Appreciation

(P. Gardner)

This lecture/discussion will focus on the elements of music: melody, rhythm, harmony, tone color, and form. By listening to a variety of types of music (classical, jazz, folk, popular, musicals) and touching on general historical styles, we will try to develop a better sense of "how" to listen to, and appreciate, a piece of music. The emphasis will be on "western" classical music, but examples from such countries as Africa, India, and Japan will also be considered. No previous background is assumed, and the only thing you need bring with you is a love of music.

(25) (M,Tu,W) HAKONE

Reading/Vocabulary Workshop

(L. Jorgensen)

In this workshop, various reading and vocabulary activities tailored for high school students will be presented. Teachers will then be given readings from texts currently in use in Japanese high schools and will work in groups to apply the activities to the readings.

(30) (Tu,Th) BEAR

Language Proficiency Testing

(Sumako Kimizuka)

Are tests really effective in measuring the student's proficiency in the language? What do tests really determine? What is the best way to measure language proficiency? How can we improve our testing methods? These and other questions will be discussed by Dr. Kimizuka from the point of view of the effectiveness of language proficiency testing in the Japanese school setting.

(25) (W) EDMONTON

Using Video Materials in the ESL Classroom

(M. Lazarin)

A great variety of authentic video materials, that is, video materials produced for native speakers, are available in Japan. These range from news broadcasts to television serials to feature length movies. This seminar will consider selection criteria, materials development, curriculum design, and the rationale for using these materials in the classroom. These topics will be discussed with classes of thirty or more in mind.

(30) (M,F) BEAR

Writing for Lower-Level Learners

(P. Lehnert)

Teaching writing to beginning EFL students can often be a chore. In this workshop, structured exercises for teaching writing to beginning EFL students will be presented. These exercises will range from simple copying activities to exercises that are partially "free writing." Participants will be expected to take part in the exercises. If time allows, an exchange of ideas will follow.

(30) (Tu,Th) MOUNTAIN VIEW

Conversation Management for Lower-Level Students

(K. McClure)

Conversation management is something that is often reserved for higher level students, as these students are seen as having more conversation to "manage." In the lower levels, however, the students are too often prevented from becoming involved in communicative situations due to their ignorance of conversational strategies and norms in English. This presentation will examine the rules by which conversations are guided and will demonstrate methods for developing these skills.

(25) (Tu,W,Th) IVORY

English as a World Language: Whose Language is it Anyway?

(W. McOmie)

English has long ceased to be the exclusive possession of any one nation or group of nations. Non-native users of English now number more than native speakers. However, some native dialects still enjoy greater prestige. Often mistaken ideas and cultural assumptions about English interfere with acquiring competency in English. This presentation will address these issues and explore their implications for language teaching. Tapes and written materials, as well as the lecturer's own experience, will be used to describe several varieties of English. Participants will be asked to "translate" some of the examples.

(25) (M,W,F) MOUNTAIN VIEW

The Current State of Error Correction

(S. Mierzejewski)

The popular idea that learning and acquisition are distinct processes is presently under question. Theories and research which have led to this scrutiny are: 1) the interlanguage hypo-

thesis; 2) the Hypothesis Testing model of second language learning; 3) the Information Processing model of learning; and 4) research on memory and the operation of the brain. The role of error correction is at the hub of this discussion. A brief history of theories of error correction will be followed by a discussion of the current state of language learning theory and the role of error correction within the framework of this theory. Practical ways of implementing error correction will also be given.

(25) (M,W,F) SKY

Environment and Society

(B. Moore)

How is American society structured to deal with environmental issues? This lecture/discussion will focus on the American environmental movement and events which raised American awareness of environmental issues. The organizations dealing with environmental concerns will be introduced and the types of problems addressed by environmental laws will be discussed. Follow-up discussion will focus upon the state of the environment in Japan and how Japan is organized to deal with environmental issues.

(25) (Tu,F) BIRCH

Teaching Reading: Theory and Practice"

(L. Moore)

An overview of the current discussion into how reading is most effectively taught in an ESL situation, along with an opportunity to participate in a variety of short exercises designed to demonstrate the recommended techniques.

(30) (M,F) IVORY

Practical Teaching Techniques with Video

(Robert O'Neill)

Mr. O'Neill, who has recently finished a video course for the BBC aimed at "daring and near beginners", will demonstrate practical teaching strategies based on video material. In particular, this workshop will concentrate on the key aspects of a) promoting memory and retention; b) using 'seed time' (a silent period); c) the importance of 'gist viewing and listening strategies'; and

d) structure and lexical focus.

Note: This is a two-part lecture to be held on WEDNESDAY. Part I (35) (W) (BEAR), 3:45-5:45; Part II (35) (W) (BEAR), 7-8:30. Part II (evening session) is limited to those who have heard Part I in the afternoon.

Teaching the English Article System: A Step-By-Step Approach (C. Rinnert)

The English article system (i.e. the distribution of a/an and the) is one of the most difficult aspects of English grammar for non-native speakers to master and for ESL/EFL teachers to teach. The approach demonstrated here reduces the choice of definite vs. indefinite article to a set of four fundamental principles based on the unitary concept of shared knowledge in a discourse context. Several basic concepts, including the four principles, are presented sequentially, and each is reinforced with text-level exercises that provide additional practice.

(25) (M,Th,F) EDMONTON

Grammar Games (M. Rinvoluceri)

Usually teachers present the grammar structures of the target language and students practice what has been presented. Students are not often given a chance to explore how much they have conceptually/cognitively understood the teacher's presentation. Grammar games allow students, working in small groups, and with the teacher on the sidelines, to check their own inner grammar criteria in the target language. They do this by playing such well-known games as Snakes and Ladders, Auctions, and Monopoly re-designed to have grammar structures at their center. The teacher is used by the students, once they have finished playing, as a grammar resource, nothing more. In the seminar participants will have a chance to sample grammar games as learners and to design games for their own students.

(40) (F) GREEN

Advanced Drama (Part I)

(Richard Via)

This two-part workshop is offered for those participants who have heard Mr. Via's Lecture, "Teaching ESL Through Drama Techniques". In this lecture, Mr. Via will discuss more advanced elements of drama, including play production. **Note:** This two-part lecture is limited to those participants who have heard Mr. Via's lecture, "Drama Techniques in the ESL Classroom". It will be held on THURSDAY. Part 1 (35) (Th) HAKONE, 3:45-5:45. Part II (evening session) is limited to those who have attended Part I in the afternoon.

EVENING PROGRAMS: (7:00 - 8:30 p.m.)

Advertisements: A Multi-Faceted Resource in the Foreign Language Classroom

(T. Cope)

Advertisements are abundant in today's world and are readily available to most foreign language teachers. They can be incorporated into the classroom in many ways to assist second language learners in target language acquisition. They can help teach writing and speaking, offer cultural insight, and assist in teaching vocabulary. Use of this media challenges both the teacher and the student to be creative. Participants in this seminar will be solicited to actively demonstrate the use of this media through "hands-on" participation.

(25) (Tu/W/Th) SKY

Speaking Activities

(L. Jorgensen)

Speaking activities that have been effectively used in Japanese and Thai high school classes will be presented. These activities are effective with large numbers of students and are somewhat structured for students who are shy when using English.

(30) (Tu,W,Th) MOUNTAIN VIEW

Aristotle's Poetics

(M. Lazarin)

Aristotle's Poetics is perhaps the most important statement of classical literary theory. Aristotle not only discusses what constitutes a good work of literary art, but also the relation of literature to politics, education, and philosophy. This lecture will

briefly introduce the role of literature in ancient Greek society and Aristotle's theory of how literature works. It will concentrate on Aristotle's thesis about the importance of literature in education and society.

(15) (Tu,Th) CHERRY

Jean Jacques Rousseau's Origin of the Languages

(M. Lazardin)

Though better known for his social and political writings, Rousseau was also profoundly interested in the nature of music and language. As one of the founding thinkers of Romanticism, Rousseau's thesis on language is an important articulation of romantic ideas about language in general and literature in particular. This lecture will present Rousseau's ideas about whether language is an instrument for satisfying needs or a means to express passions.

(15) (W) CHERRY

Language Games for Children

(P. Lehnert)

The short attention span of children is often a problem in teaching them English. One way to keep their attention is by using games in the classroom. In this presentation, a number of games which are instructional yet fun will be presented. They can be used for teaching sight-reading, speaking, and spelling. Participants will be expected to behave like children.

(30) (Tu,W,Th) GREEN

An Introduction To Reading English and American Poetry

(J. Leon)

What does a poem mean? How does it work? How is it read? In this lecture/discussion the basic assumptions and conventions of English and American poetry will be explored. Looking at particular poems, discussion will focus upon reading techniques which help readers understand poems. Also presented will be tape-recordings of famous modern poets reading from their own works.

(20) (Tu,W,Th) IVORY

Multicultural America

(K. McClure)

This presentation will focus on the various ethnic groups which make up America. Included will be a brief look at the history of the United States, a discussion of its present immigration policy, and interviews of present LIOJ teachers from the United States concerning their ethnic heritage. Course material will be from videos, magazines, and personal information from LIOJ teachers.

(30) (Tu,Th) BEAR

Russian Poetry: The Mirror of Russian History

(W. McOmie)

Some representative Russian poets will be introduced and placed in their historical context. A selection of their poems and songs will be read and analyzed, both from a structural and an historical point of view. The works of poets such as Pushkin, Lermontov, Blok, Pasternak, Okudzhava, and Vysotsky will be discussed. English transliterations and translations will be provided to the participants. In addition, dramatic readings and recordings will accompany some of the analyses.

(30) (Tu,W) HAKONE

Teaching Variations

(S. Mierzejewski)

What variations in teaching can be accomplished even in a structured classroom? What can be done to activate student interest? This presentation takes the position that it is the routine that paralyzes student interest and that even slight changes in the routine can make big differences in classroom atmosphere. In addition, it is possible to vary the way the basic skills are taught in order to enhance student interest and to increase learning. Both variations and sample activities will be presented.

(25) (Tu,W) EDMONTON

Practical Teaching Techniques with Video (Part II)

(Robert O'Neill)

Note: This is the second part of a two-part lecture to be held on **WEDNESDAY (Description on Page 13). Part II (evening session) is limited to those who have heard Part I in the afternoon.**

Basic Meanings for Eleven English Prepositions

(C. Rinnert)

Like articles, English prepositions are difficult for non-native speakers and for ESL/EFL teachers. However, unlike articles, prepositions carry lexical (rather than purely grammatical) meaning, so their misuse can cause more serious misunderstandings. It is the thesis of this presentation that native speakers of English have internalized basic semantic concepts for most of the prepositions which are commonly confused by non-native speakers. Teaching materials and practice exercises illustrating the basic concepts for each preposition will be presented.

(30) (Tu,Th) BIRCH

Japan and the World: Challenges and Conflicts

(Masahide Shibusawa)

What are the challenges and conflicts which are facing Japan today? Should Japan, as a major economic power, take a greater role in world affairs? What are the key factors which will influence Japan's future? Can Japan be expected to spearhead Asian economic development while maintaining its own economic growth? These and other questions will be discussed by Mr. Masahide Shibusawa, Representative Director of LIOJ, in this look at Japan, present and future.

(25) (W) BIRCH

Learning English Through Songs

(A. Van Assche)

Songs can be used to teach target language structures for introducing or re-inforcing grammar lessons. Moreover, they can be used to help achieve a variety of other linguistic objectives, such as improving listening comprehension and pronunciation, stimulating cross-cultural discussion, and presenting conversational English and idiomatic expressions. At the same time songs help to create a relaxed and meaningful content-centered and student-centered classroom environment.

(30) (W,Th) PACIFIC VIEW

Advanced Drama (Part II)**(Richard Via)**

Please see the description on Page 15. **Note: This two-part lecture is limited to those participants who have heard Mr. Via's lecture, "Drama Techniques in the ESL Classroom". It will be held on THURSDAY. Part I (35) (Th) (HAKONE), 3:45-5:45; Part II (35) (Th) (HAKONE), 7:00-8:30. Part II (evening session) is limited to those who have attended Part I in the afternoon.**

NOTES:

LIOJ is pleased and honored to welcome to our workshop two names prominent in the field of international affairs and cross-cultural communication.

Our Opening Speaker, **PROFESSOR KAORU KOBAYASHI**, is Professor of International Management and Labor, Sanno Institute of Business Administration and Management. Professor Kobayashi graduated from the law school of the University of Tokyo in 1954 and, in the same year, joined Koa Oil Co. as assistant to the director of personnel. In 1956 and 1957 he studied American business practices as a Fulbright Scholar.

After returning to Japan, Professor Kobayashi became planning director of the international division at the Japan Management Association, concurrently serving as chief researcher for the Japan International Management Association. Besides his post at the Sanno Institute, Professor Kobayashi serves as a consultant for the Japan Overseas Enterprises Association and, until recently, taught comparative management at the Institute of International Studies and Training as visiting professor.

Having been involved in a number of international projects, he has had assignments in various capacities, including that of advisor to Japanese government missions to the United Kingdom, ASEAN countries and Australia; consultant to the Non-Manual Workers Conference in Asia; leader of industrial distributor study missions to the U.S. and Europe; and program coordinator for the International Drycleaners Congress for the past fifteen years.

Lecture engagements have taken him to Jakarta, Singapore, Seoul, Masan, New York, Washington, Des Moines, Ann Arbor, Los Angeles, Paris, Copenhagen, and London. He participated in Japan Caravan programs organized by the Japan Society and Japan Center for International Exchange in 1979, 1981, and 1983.

Professor Kobayashi has published a number of books on international business and labor, including Japan: The Most Misunderstood Country and Introduction to International Management. He is also known in Japan as the translator of such best-sellers as The One-Minute Manager by K. Branchard and S. Johnson.

Our Closing Speaker, **PROFESSOR MASAO KUNIHIRO**, holds professorships in Cultural Anthropology at the International College of Commerce & Economics and at Sophia University. He is also very active in the mass media. Referred to as "the Walter Cronkite of Japan," he is a popular anchorman on the Nippon Television Network and has been connected with the Hyakumannin no Eigo program on Japanese radio for several years. Professor Kunihiro is a prolific writer in the field of cross-cultural communication and foreign affairs, and has written a few dozen books including translations. Two years ago, The Selected Works of Masao Kunihiro were published in six volumes by Nihon Eigo Kyoiku Kyokai, and his most recent publication, Kyo no Toi Asu eno Kotae, has attracted a great deal of attention in the reading public. A collection of twelve interviews with leading world scholars, including Professor Reischauer, the book represents Professor Kunihiro's search for what he refers to as the moral equivalent of military power for Japan, now that Japan is a major entity in the world and is expected to assume an ever larger role in world affairs.

Professor Kunihiro is eminently qualified to discuss world affairs and international relations. Having once served the Japanese government as sanyo advisor to the Foreign Ministry, Professor Kunihiro was referred to as "the Kissinger of the Miki Cabinet" in the mid-70's. He participated in many top-level conferences all over the world as aide to the Prime Minister, including the summits at Rambouillet and San Juan.

A first-rate simultaneous translator, Professor Kunihiro is one of the founding directors of Simul International and The Simul Press, and he was in charge of a program called Talk Show on NHK television for a period of 11 years. His guests included such notables as former Vice President Humphrey, Dr. Herman Kahn, Alvin Toffler, and novelist Iris Murdoch. Professor Kunihiro's essays in English include: "The Indigenous Barriers to Communication" and "The Japanese Language and Intercultural Communication".

SPEAKERS AND GUEST LECTURERS

LESLIE BEEBE -- Guest Lecturer

Dr. Beebe received her Ph.D. in Linguistics at the University of Michigan and is now Professor of Linguistics and Education in the TESOL and Applied Linguistics Programs of Columbia University Teachers College in New York City. She is also Chairperson of the Department of Languages and Literature. Her publications include articles on sociolinguistics and second language acquisition in Language Learning, TESOL Quarterly, and the International Journal of the Sociology of Language. She is editor of Issues in Second Language Acquisition (Newbury House), and author of a forthcoming book, The Social Psychology of Second Language Acquisition, to appear in the Applied Linguistics and Language Series, Longman, Inc.

About the Lecture: "Cultural Interference in Second Language Acquisition". There has been a great deal of controversy in the last decade over the role of interference in second language acquisition. In the 1980s one area of interest has been cultural interference where cultural characteristics and social attitudes intersect with language acquisition. In this two-part lecture, we will first explore the phenomenon of cultural interference in general, discovering several types of interference and trying to understand them through a rich variety of examples of learner errors. In the second part of the lecture we will explore in depth the lecturer's own research into one area of cultural interference. We will look at how to say "no" in Japanese, how to say "no" in English, and at the errors Japanese EFL and ESL students make when struggling with cross-cultural differences in refusals.

(35) (S/M/Tu/W/Th/F) HAKONE

BERNARD CHOSEED -- Guest Lecturer

Dr. Choseed is Associate Professor of EFL and Russian, School of Languages and Linguistics, Georgetown University and has been engaged in language teaching for 37 years. He received his Ph.D. from Columbia University and also attended the University

of Michigan, Cornell University, and Moscow and Kiev Universities in the Soviet Union. Besides teaching and lecturing in the United States, Dr. Choseed has taught and lectured in South Korea, Taiwan, Mainland China and the Soviet Union. Since 1975 he has been connected in various capacities with ELEC, JACET, COLDT, Sophia University, Tokai University, and several attached High Schools, and has participated in seminars in Oita, Tsukuba, and Chiba. Dr. Choseed has published a great variety of articles, reviews, and translations in scholarly journals, and is the co-author of a book on Soviet Literature. He contributed to the publication of Obunsha's New Shorter Japanese-English Dictionary, and has served as consultant-editor for numerous EFL text and reference books.

About the Lecture: **"Activating Spoken English in the Classroom"**. The lecturer will focus upon the rationale, theory, and techniques for helping EFL/ESL learners engage in and improve their speaking skills. The place of individualized learning and the benefits of small and large group efforts will be discussed. The relationship between listening and speaking will be explored, as well as the role of pronunciation (Why? How?). What is the ultimate communicative goal of the lesson? How can we prepare the learners (relaxation exercises, etc.) Manipulatory techniques from speech pathology will be presented and discussed from the viewpoint of the treatment of global and discrete points. Mnemonic techniques (use of Ameslan and finger spelling, etc.) will be presented. The effectiveness of "Minimal Pair" techniques as communicative exercises will be discussed. The lecturer will show how "mim-mem" can be revitalized through TPR and notional/functional techniques. Short dialogues for teaching suprasegmentals will be presented. Finally, the lecturer will introduce special "pronunciation" and "activity" songs, culminating in a group Verse Choir production.

(35) (S/M/Tu/W/Th/F) BEAR

SUMAKO KIMIZUKA -- Guest Lecturer

Dr. Kimizuka is Assoc. Professor and Chairperson of the Dept. of East Asian Languages and Cultures, University of Southern California. Her career began at Tsuda College in Tokyo, where she earned a Secondary School Teaching Certificate (English and English Literature). Thereafter, she continued her studies at Occidental College, 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, the most well-known of which is her book, Teaching English to Japanese.

About the Lecture: "Proficiency Based Language Instruction with Special Emphasis upon Psychological/ Socio-Cultural Aspects through Visual Media". In this presentation discussion will center on the psychological/socio-cultural aspects of second language acquisition as essential elements for the development of communicative proficiency in the target language. Each learner has his/her own personality variables and acquires new language skills and cultural elements through his/her dominant behavioral and cultural patterns. The presentation will include the instructional procedure, based upon visual media (slides of caricatures, cartoons, advertisements, etc.) with special reference to English for Japanese speakers and Japanese for English speakers. These realistic pictures, humorously reflecting the cultural patterns of the target language, have proven to be effective in encouraging students to react and communicate.

(35) (Tu) Part I, 8:30-10:15; Part II, 3:45-5:45 GREEN

(35) (Th) Part I, 8:30-10:15; Part II, 3:45-5:45 GREEN

Dr. Kimizuka will also give a lecture entitled "Language Proficiency Testing" on Wednesday, 3:45-5:45 GREEN

DIANE LARSEN-FREEMAN -- Guest Lecturer

Dr. Larsen-Freeman received her Ph. D. in Linguistics at the University of Michigan in 1975. Since that time, she has been training teachers in the United States and other countries (Italy, France, Spain, Japan and Indonesia). Since 1978, she has been on the faculty of the Masters of Arts in Teaching Program at the School for International Training, Brattleboro, Vermont. Dr. Larsen-Freeman is the author of numerous journal articles and book chapters in the field of language learning and teaching. She has also edited Discourse Analysis in Second Language Research (Newbury House, 1980), co-authored The Grammar Book: An ESL/EFL Teacher's Course (Newbury House, 1983), authored Techniques and Principles in Language Teaching (Oxford University Press, 1986) and co-authored An Introduction to Second Language Acquisition Research (Longman, forthcoming). From 1980-1985 she was the Editor of the journal, Language Learning.

About the Lecture: "Exploring the Three Dimensions of Language: Form, Meaning and Pragmatics". Advocates of particular approaches to teaching have traditionally chosen to highlight one of the dimensions of language over others. For example, in the audio-lingual approach, structures are in focus; in the communicative approach, it is the functions of language that receive special attention. In this workshop, discussion will center on the three dimensions of language: form, meaning and pragmatics. The lecturer's view is that each of these must be considered in teaching -- that no approach should consistently focus on one dimension at the expense of the others. Based on this understanding, and considering the needs of their students, the participants will identify the dimension of language which should be in focus for any given unit of a text or syllabus. Three types of lesson plans will then be developed, each addressing a different dimension of language.

(35) (S/M/Tu/W/Th/F) PACIFIC VIEW

ROBERT O'NEILL -- Guest Lecturer

Mr. O'Neill was born in Chicago, Illinois, and went to school there and in Los Angeles, where he received training in "method" acting in the Karl Heinz Roth Actor's Workshop. In 1957 he went to Europe to study art, philosophy and languages and began teaching English as a foreign language in Germany. In 1960 he began teaching at the European Language and Educational Centre in Bournemouth, England where from 1969 to 1972 he was Director of Applied Research and began publishing books and articles (English in Situations, Kernel Lessons Intermediate). Later he became a free-lance author and continued publishing (Viewpoints, Kernel Lessons Plus, English in Action, etc.). His most recent publication is The Fourth Dimension (Longman).

About the Lecture: "The Art of Teaching". This is a practical, two-part seminar which examines basic teaching skills. These skills include:

- a) the basic arts of getting and focusing attention
- b) oral presentation skills
- c) formulating and asking questions
- d) open-lesson planning
- e) using language drills to make people think
- f) the art of silence as a tool of classroom management

"In the past fifteen years I have watched teachers teach in many different countries. I have taught in similar circumstances myself, including classes of over 120 students where I have been asked to give reading comprehension practice. I have been struck time and time again by the lack of basic survival skills on the part of the teacher. Teachers may know a lot about the theory of teaching, but almost all teacher-training programs seem to leave the teacher ignorant of how to move, talk, use eye-contact and signal transition. This is why I have come to believe that what is needed is not more theory for teachers but more practice in the most basic skill of all: how to use your own body when you teach."

(35) (S/M/Tu/W/Th/F) MOUNTAIN VIEW

Mr. O'Neill will also give a lecture entitled "Practical Teaching Techniques with Video" (Wednesday Afternoon and Evening.)

(35) (Part I, 3:45-5:45; Part II, 7-8:30 BEAR)

MARIO RINVOLUCRI -- Guest Lecturer

Following graduation from Oxford University Mr. Rinvolucris worked as a journalist before turning his attention to EFL in 1966. Since then Mr. Rinvolucris has served as a teacher in Cambridge at New School and in Davies' School. From 1971 to 1973 Mr. Rinvolucris was a member of the staff at Universidad Austral de Chile in Valdivia, Chile. For the last ten years Mr. Rinvolucris has worked as a language teacher and teacher trainer for Pilgrims, Canterbury, UK, and over the past eight years he has led a team that does teacher training world-wide. Mr. Rinvolucris is the co-author of a number of publications, including Challenge to Think (Oxford University Press, 1982), Grammar in Action (Pergamon, 1983), and Grammar Games (Cambridge University Press, 1985)

About the Lecture: "Personalizing Grammar Teaching". Some textbooks organize structure practice round "characters" and their pseudo-lives. Why should we teach structures in this way? Why not get students practising structures while thinking about and focussing on each other? For example: to get students practising spatial prepositions, pair them and sit them back to back. Student A then orally gives student B the information needed for the latter to draw a ground plan of student A's house or flat. Student A cannot see what B is drawing. This provokes intense question and answer work that pivots on the use of spatial prepositions. In the meantime the students are learning something real about each other rather than something totally uninteresting about cardboard textbook characters.

(35) (F) 8:30-10:15 GREEN

Mr. Rinvolucris will also give a lecture entitled "Grammar Games" (35) (FRIDAY 4:15-6:15) GREEN

RICHARD VIA -- Guest Lecturer

Mr. Via is an Educational Specialist at the Culture Learning Institute 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 of Talk and Listen, which he co-authored with Larry Smith. Mr. Via recently authored a chapter in Wilga Rivers' book, Interactive Language Teaching. He has also published articles in The English Teaching Forum, Cross Currents, Language Arts, World Language English, and The English Bulletin. Mr. Via frequently teaches at the Univ. of Hawaii in the Department of English as a Second Language.

About the Lecture: "Teaching ESL Through Drama Techniques". 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. These lectures will focus on the personal characteristics 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 and their culture and that this communication is meaningful.

(30) (S/M) IVORY

Mr. Via will also give an "Advanced Drama Workshop" (Thursday Afternoon and Evening. Part I, 3:45-5:45; Part II, 7:00-8:30, HAKONE) This lecture is intended for those participants who have previously heard Mr. Via's lecture, "Teaching ESL Through Drama Techniques", and who would appreciate further discussion of the use of drama techniques in their teaching.

DAVID WARDELL -- Guest Lecturer

Mr. Wardell received a Master's Degree in TESOL from Portland State University and is currently completing his Ph.D. in post-secondary education. He spent three years teaching ESL at the secondary school and university level in southern Thailand and later returned to Thailand where he spent two years at Chulalongkorn University's Language Institute in Bangkok. In addition, he has worked in Iran and served as a trainer of secondary school language teachers in the People's Republic of China. Mr. Wardell has been the coordinator of a program for Indochinese refugees and has served as an instructor at several colleges in Portland, Oregon. Currently, Mr. Wardell is a trainer with IRI International, the in-house language project serving Procter & Gamble Far East in Osaka.

About the Lecture: "Discovering Writing". In this two-part lecture/workshop theoretical issues of composition will be linked to the nuts-and-bolts activities of the average English language classroom. The first half of the session will focus on writing as it is applied in standard textbooks and the way it is taught in traditional classrooms. The merits and weaknesses of these will be weighed and then followed by some suggestions about how to increase the effectiveness of writing instruction. Several "hands on" activities will provide workshop participants with experience in writing methods that may not have been known before. The second half of the presentation will focus on writing assessment and some effective procedures for measuring writing abilities. Here, again, the emphasis will rest more on the practical than on the theoretical. After examining writing tests from an historical perspective, some innovative testing designs will be introduced.

(35) (M) Part I, 8:30-10:15; Part II, 3:45-5:45 GREEN

(35) (W) Part I, 8:30-10:15; Part II, 3:45-5:45 GREEN

Note: In order to attend Part II, participants must have already attended Part I.

LIOJ Scholarship Participants

Yoshio Mochimaru -- High School Teacher

Mr. Mochimaru, who holds a B.A. degree from Kanagawa University, is a teacher at Asano Junior and Senior High School. He is an active member of the Yokohama Chapter of the Japan Association of Language Teachers, where he is presently serving as Recording Secretary. Mr. Mochimaru's presentation is entitled "Listening Communication in Junior and Senior High Schools."

About the Presentation: The presentation will focus on English instruction in private junior and senior high schools in Japan. The presentation will deal with the difficulties and problems related to the application of the new theories, new ideas, and new approaches. The presentation will also deal with the following questions:

1. What do listening skills involve?
2. What should be the objectives?
3. How can listening be integrated with the other skills?
4. What types of materials are available?
5. How can they facilitate a teacher/learners?

The presentation will involve a discussion of theories and activities based on those used by Mr. Mochimaru in his classes. Through this discussion the audience will explore the problems raised by the questions listed above.

(40) (M) PACIFIC VIEW (3:45 - 5:45)

Kanagawa Prefectural Participant

Selected by the Kanagawa Prefecture Education Center to be the recipient of this year's LIOJ Scholarship offered to a teacher from Kanagawa Prefecture is Hiroaki Ishii. Mr. Ishii teaches at Kakio Nishi Senior High School.

Toshiaki Oshimura -- High School Teacher

Mr. Oshimura received a B.A. in Literature from Ritsumeikan University and he is now teaching at Sayama Senior High School. He has been a member of the CIEE Japanese Teachers Program in the United States and Britain, and is presently studying TESOL at Temple University in Japan. Mr. Oshimura's presentation is entitled, "The Teacher's Voice and Pronunciation: How to Develop our Primary Tool in the Classroom".

About the Presentation: The purpose of the presentation is to introduce a method of English pronunciation training which has been developed and practiced by a group of teachers in Osaka. After a brief history of the group called ACROSS (Association of Teachers for Cross-Cultural Communication), Mr. Oshimura will give a demonstration of the effectiveness of the method using workshop participants, beginning with breathing exercises and then practicing English sounds and stress patterns, paying particular attention to consonants. One of the methods will be to have participants produce single sounds with one deep breath so that they can appreciate the physical qualities of the production of each English sound. Attention will also be paid to stress patterns to distinguish them from Japanese pitch patterns. The second part of the presentation will be a discussion on some of the important concepts which support this training method: the importance of voice quality for language teachers; a contrastive analysis of the two sound systems; acceptable levels of correctness in teachers' pronunciation; pronunciation as a key to awareness of cultural differences; advantages and adaptation of the method in classroom teaching.

(40) (Tu) PACIFIC VIEW (7:00 - 8:30)

LIOJ Scholarship Presenters from Abroad

Chinese Scholarship Participant

LIOJ is pleased to welcome **Professor Yang Weijin** as our first participant from the People's Republic of China. Professor Yang teaches at Xiangtan University, Hunan. Professor Yang will present a lecture on "Language Education in the People's Republic of China".

(40) (Tu) PACIFIC VIEW(3:45 - 5:45)

Korean Scholarship Participants

Ms. Keum-Sil Lee is presently a lecturer at Inchon University. She received an M.A. from the Graduate School of Education, Ewha University in 1976. From 1968 to 1977 she was an English teacher at Jung-Sin Girls' Junior High School. **Ms. Chung-Hee Yoo** graduated from Ewha Women's University in 1972 and since then has been an English teacher at the Demonstration Middle School, College of Education, Ewha Women's University. Ms. Lee and Ms. Yoo will present a lecture on "Language Education in Korea".

(40) (Th) PACIFIC VIEW (3:45 - 5:45)

Thai Scholarship Participants

Dr. Kanchana Prapphal, who teaches at Chulalongkorn University, is the President of Thai/TESOL. **Dr. Ruja Pholsward** teaches at the University of the Thai Chamber of Commerce. She received her Ph. D. from the Ontario Institute of Studies in Education. Dr. Prapphal and Dr. Pholsward will present a lecture on "Language Education in Thailand".

(40) (F) PACIFIC VIEW (3:45 - 5:45)

LIOJ FACULTY AND STAFF

John Fleischauer - Director

John was born in Pennsylvania and graduated from Colgate University. He served in the Peace Corps in Thailand and Malaysia from 1973 to 1978, and later taught at Nanyang University, Singapore. In 1980 John received an M.A. in International Affairs (Southeast Asia) from Ohio University. He spent three months studying Indonesian in Java before returning to teaching in a women's college in Taiwan in 1981-1982. He began teaching at LIOJ in 1982 and became Director in 1985.

Kathy Maston - Academic Supervisor

Kathy holds a B.A. in English from Lewis and Clark College and an M.A.T. (TESOL) from the School for International Training. She lived and worked in France and Africa for four years teaching English at a university and the Centre National de la Recherche Scientifique (CNRS). From 1979 to 1984 she taught at the University of California, Berkeley where she organized a collaboration between UCB and CNRS. Kathy enjoys skiing, hiking, sailing, cooking, gardening, theater, and traveling.

Kevin McClure - Academic Supervisor

Kevin has a B.A. in History and an M.A. in Applied Linguistics from the University of South Florida. He has taught academic English at U.S.F., survival and pre-literacy skills to refugees from a number of different countries, and oral English at the University of Paris. He has also edited journal articles and taught scientific English to researchers in Paris. He enjoys hiking, restoring houses, eating, and studying history. He speaks French fluently and Spanish well enough to find a restroom.

Patricia Clark - Instructor

Patti is from San Francisco, but spent 1980-1984 in Alaska teaching ESL to Vietnamese adults, as well as remedial studies at an alternative high school. She has a B.A. in Social Science from the Univ. of California, Berkeley, an Alaska Secondary Teaching Credential in Social Studies, and is currently finishing work on her Master's Thesis for her M.A. (ESL) from Alaska Pacific University. Patti loves to travel and meet people. She spent one year as an exchange student in Sweden.

Thomas Cope - Instructor

Tom was born in Iowa. He studied Business Administration at Grossmont College in San Diego and got a B.A. from Oregon State Univ. in 1981. He taught ESL in Oregon and coordinated a volunteer tutoring project from 1982 - 1983. In 1983 he went to the Refugee Processing Center in Galang, Indonesia where he was a Cultural Orientation/Video Supervisor. In 1984 he entered the University of Denver's graduate school of International Studies to pursue a degree in International Technology and Management. His degree conferral is pending proficiency in the Indonesian language. Tom's interests include video, tennis, baseball, European art, and cross-cultural awareness issues.

Beverley Curran - Instructor

Beverley has an M.A. and B.A in English Literature from the Univ. of British Columbia. She received a diploma in Russian Studies from the Pushkin Institute in Moscow. She is also a Ph.D. candidate in Russian literature at the Univ. of British Columbia. She taught English to new immigrants in Canada. Her interests include travel, dancing, and movies.

James Cyborowski - Instructor

Jim was born in Milwaukee, Wisconsin. He studied architecture and industrial design at the Univ. of Illinois, and later served in the Peace Corps in Niger, West Africa. Jim has taught grade school in upstate New York and counseled students at Santa Clara University. He recently received his Masters Degree in Linguistics/ TESOL from San Jose State Univ. His interests include traveling, skiing, hiking, arts and crafts, and theater.

Peter Gardner - Instructor

Peter received his B.A. in English from Harvard College and M.A. in TESOL from Boston Univ. He also holds an M.A. in clarinet performance from the Conservatory of Music in Vienna. He taught music for many years in high schools around Boston where he grew up, and played in a number of orchestras and chamber music groups in the United States and Europe. His ESL experience include four years in Vienna and one year at Boston University's Center for English Language and Orientation Pro-

grams. He is currently teaching English literature and writing at the Berklee College of Music in Boston. His interests include all kinds of music, travel, theater, and ballroom dancing.

Lorna Jorgensen - Community Program Supervisor

Lorna received a B.A. in English from Brigham Young University and an M.A. in (TESOL) from Southern Illinois Univ. Her experience includes one year as a teacher and two years as a teacher trainer/supervisor in the Peace Corps in Thailand. Most recently she worked on curriculum and coordinated an Indochinese youth program in Thailand. She enjoys traveling, hiking, and lying in the sun.

Elizabeth King - Instructor

Elizabeth holds an M.A. in Education (E.S.L.) from the University of Colorado. She taught English at the secondary level in Tanzania for seven years. From 1980 to 1985, she taught intensive English at the Spring Institute for International Studies in Denver, Colorado, where she worked with Japanese businessmen (Toshiba Corporation employees). Since 1985 she has been E.S.L. Coordinator at the University of Colorado Learning Center, in a program for refugee and immigrant students.

Ilene Kradin - Instructor

Ilene was born and grew up in New Jersey where she received a B.A. in Fine Arts from Montclair State College. She taught arts and crafts to children and adults for many years. In addition, she has been an interior decorator, make-up artist, set decorator in movies, jewelry designer, and boutique owner. Most recently, after receiving EFL certification, she spent six years in Israel teaching Israeli students and living on a kibbutz.

Michael Lazarin - Instructor & Editor of Cross Currents

Michael has a Ph.D. in Philosophy from Duquesne Univ., an M.A. from SUNY at Binghamton and a B.A. from Bucknell Univ. He has taught in the U.S., West Germany, and China. He has also worked in publishing and engineering. His favorite painter is Marcel Duchamp and his favorite book is Hopscotch by Julio Cortazar.

**Paul Lehnert - Community Program Instructor & Editor of
Cross Currents**

Paul has a B.A. in English from the University of Nebraska, and an M.A. in EFL/ESL from Southern Illinois University. He has taught EFL for five years in the Ivory Coast, and one year in the United States. He enjoys hiking, movies, and music, in particular Jazz and Blues.

Juan Leon - Instructor

Juan was born in Havana, Cuba and grew up in Miami. He earned a B.A. in English Literature and Philosophy from the University of Miami in 1983. He then moved to Boston to pursue graduate studies at Harvard. He received an M.A. in 1984 and is currently working for a Ph.D. in Literature. He is a teaching fellow at Harvard and has taught in the Summer School ESL program there.

Laura Mayer - Instructor

Laura was born in Dublin, Ireland and graduated from University College, Dublin where she received a B.A. in Old and Middle English with a minor in French. She spent the next five years in Paris teaching English. Laura has also taught in Dublin and the United States. She likes traveling, learning languages, movies, and cooking.

William McOmie - Instructor

Bill has a B.A. in Psychobiology, a B.A. in Russian from the Univ. of California, Santa Cruz, and an M.A. in Russian from the Univ. of California, Davis. After teaching Russian and working with refugees in the U.S., he went to Austria, where he began teaching English. Since then he has taught English in Egypt, England, and Saudi Arabia and travelled throughout Europe, the U.S.S.R. and the Middle East. He enjoys sports and dancing, learning languages, and reading and writing.

Steve Mierzejewski - Instructor

Steve was born and raised in the metropolis of Cheshire, Connecticut. He received a B.S. in Geology from Oregon State Univ. in 1973. In 1981 he began teaching refugees from Southeast Asia, first in the public schools and later at a community college. Later he managed a volunteer tutor program, worked as a consultant on foreign student curriculum,

and also taught biology to learning disabled students. In 1985 he received an M.A. in English/TESOL from Portland State University, after which he taught communication skills to Japanese businessmen at Willamette University. His interests include hiking, fly fishing, literature, philosophy, music, art, sports, meteorology, and subsisting in an impecunious state.

Bruce Moore - Instructor

Bruce is originally from Visalia, California. He holds Bachelor of Science degrees in Oceanography and Environmental Resources Engineering from Humboldt State University in northern California. He studied limnology at the University of Uppsala in Sweden. He has worked for consulting engineering firms in Sweden and Guam. Most recently he worked for the U.S. Environmental Protection Agency in San Francisco, dealing in wastewater treatment and hazardous waste disposal. Bruce enjoys food, nordic skiing, classical music, tennis, hiking, gardening, and history. His two favorite topics are Sweden and sewage.

Lucy Moore - Instructor

Lucy was born in San Francisco, California but was raised in a little coastal town 175 miles to the south called Pacific Grove. She graduated from California State University at Sacramento in 1978 with a degree in biology. She then went to Sweden for two years where she worked, and studied lake ecology and Swedish. In 1983 Lucy went to Guam where she supervised a nutrition study and learned to snorkel. She received an M.A. in TESOL from San Francisco State Univ. in May. Lucy's hobbies include singing, reading, hiking, and skiing.

Catherine Murray - Instructor

Catherine is a native of Ireland but has been living and teaching in France since 1975. She holds a B.A. degree in English and T.E.F.L. Diploma. She works in "Assurance Generales De France" in Paris, a large insurance company, where she organizes and teaches English training courses. She also teaches at the "Institut D'Etudes Politiques De Paris". Her interests include the cinema and literature.

David O'Reilly - Instructor

David was born in Dublin, Ireland and received a Bachelor's degree in Commerce in 1981. In 1982 he moved to Canada and now resides in Vancouver, British Columbia. David's work experience includes teaching in Dublin, working in retail management in Canada, and training entry-level supervisors in Vancouver. He has also conducted a number of market analyses for services in British Columbia.

Elizabeth Porter - Instructor

Betsy was born in St. Louis and grew up in Chicago. She received her B.A. in Biology and later received her M.S. in Biology from the University of Illinois. She coordinated foreign student programs for a small college in Iowa. Betsy then received her M.A. in TESOL from the Univ. of Northern Iowa and worked in Sri Lanka on a Fulbright scholarship. Her interests include traveling, bicycling, and playing the violin.

Carol Rinnert - Instructor

Carol grew up in North Hollywood, California and graduated with a B.A. in French from Occidental College. Having spent her junior year in Paris, she decided to pursue her graduate studies in Linguistics at the University of Grenoble. After one year, she went to SUNY at Buffalo for her Ph.D. in Linguistics. She started teaching English and Linguistics at Boise State University in 1974. She continued there until 1986, with a break for a Fulbright Lectureship in the Yemen Arab Republic, 1982-1984. She and her husband, architect/illustrator Richard C. Parker, are looking forward to exploring Japanese culture. In addition, she enjoys folk dancing, hiking, bicycling, reading, traveling, and playing pocket billiards.

Annie Van Assche - Instructor

Annie holds a B.A. in Fine Arts and Art Education from Central Washington University and a TESOL Certificate from Portland State University. She has taught English to Southeast Asian refugees in Portland, Oregon. She is particularly interested and skilled in weaving and paper-making. Besides teaching, she enjoys music, bicycling, hiking and learning about Japanese textile arts. Her future plans include teaching, building her own home, and traveling.

LIOJ Staff

Note:

Our staff members speak excellent English. Participants are expected to speak to them only in English.

Nobuhito Seto - General Manager

Nobu takes care of accounting, overseeing the budget, managing communications with client companies, advertising, and general problem-solving related to students' and teachers' welfare at LIOJ. He also assists with the publication of Cross Currents.

Terumi Yanagawa - Office staff

Terumi handles work related to residential courses, especially the Businessmen's course, communication with client companies, program-related matters, and outer and inner office business.

Kaoru Komiyama - Office staff

Kaoru is responsible for accounting, the Odawara Community course, inner office business, and teacher-related matters including materials preparation and the setting up of special programs.

Kazue Hoshino - Office staff

Kazue is responsible for correspondence, the Odawara Community course, and program-related matters, including materials preparation for programs and inner office business.

LIOJ HISTORY

LIOJ is a private organization supported by a non-profit educational foundation. It was begun eighteen 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.

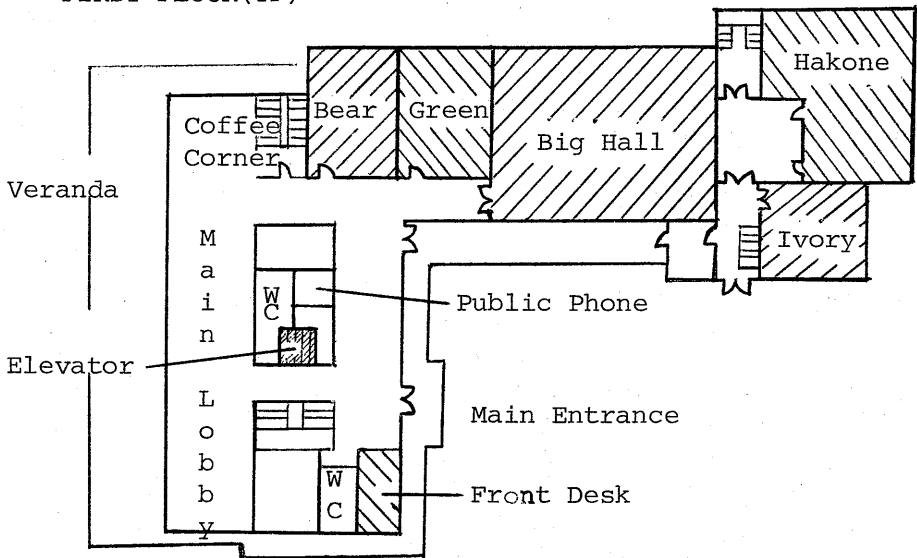
From its beginning as an international traveling high school, LIOJ has expanded and changed to meet new needs. In 1969 we offered our first Summer Workshop for Teachers of English and our first intensive residential programs for university students. Two years later, community courses for citizens of 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 28,000: English teachers, 2,400; businesspeople, 4,170; regular students (mostly university students), 3,100; and Odawara community course students, 18,000. It has been our great pleasure to bind ties with other parts of Asia through the participation to date of 58 Thai teachers and students. Seven years ago we began a similar relationship with teachers from Korea, and a total of 14 Korean teachers have been LIOJ workshop participants. Today we receive news from these friends from all over the world.

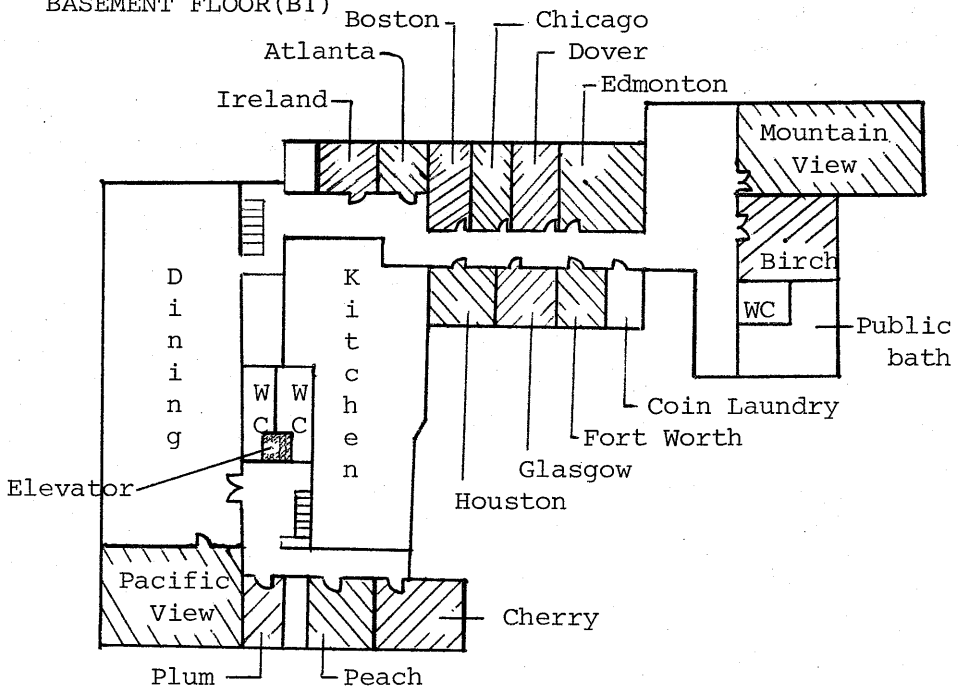
Our goal through the years has been to uphold high standards by maintaining a teaching/learning environment which is conducive to creative involvement and research in the field. We have strived to emphasize an "English Only" atmosphere in which personal meetings are frequent and meaningful. This we have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

ASIA CENTER MAP

*** FIRST FLOOR(1F)

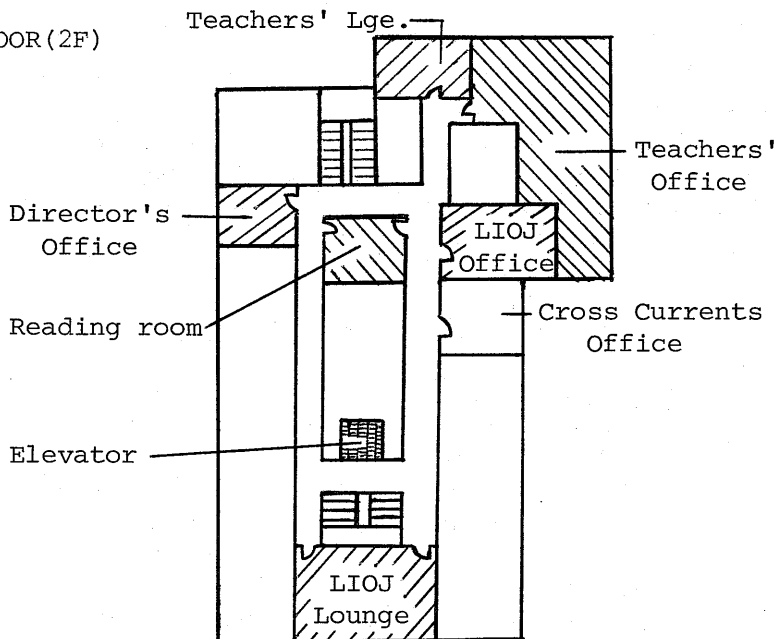


*** BASEMENT FLOOR(B1)

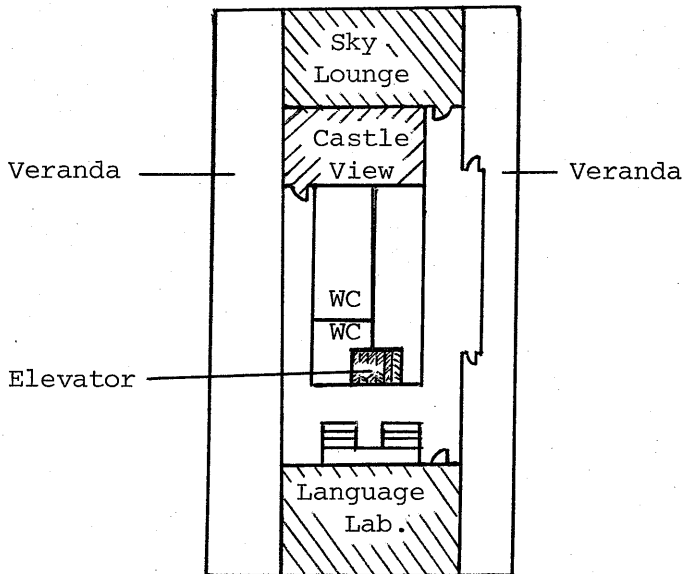


ASIA CENTER MAP

***SECOND FLOOR(2F)



*** FIFTH FLOOR(5F)



CROSS CURRENTS

All participants in the 18th Annual Summer Teachers Workshop will receive a complimentary copy of Cross Currents, a biannual journal of communication, language and cross-cultural skills published by LIOJ. The major emphasis is on practical ideas and suggestions for classroom use. We hope that you will enjoy your complimentary copy and will subscribe to future issues.

Our latest issue includes articles on:

Cognitive Learning Styles
The English Article System
The Present Progressive
Music in the Classroom
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plus Bright Ideas and Book Reviews.

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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