

***23rd Annual***

***International Summer Workshop  
for  
Teachers of English***

*August 11-17, 1991*

**LIOJ**

**LANGUAGE INSTITUTE OF JAPAN**

**Asia Center  
Odawara, Kanagawa**



***23rd Annual***

***International Summer Workshop  
for  
Teachers of English***

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International Summer Workshop for Teachers of English  
Language Institute of Japan

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## HOW TO USE THIS PROGRAM

### DAILY SCHEDULE

Below is the typical daily schedule. However, certain days have special schedules so remember to check the schedule for each day.

7:50 - 8:30	Breakfast
8:30 - 12:15	Language Classes by LIOJ Faculty
12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations
3:00 - 4:00	Open
4:00 - 5:45	LIOJ Faculty Presentations
5:45 - 7:00	Dinner
7:00 - 8:30	International Scholar Presentations
8:30	Open

### SIGN-UP PROCEDURE

Sign-up for Sunday afternoon and Monday's presentations will be done early Sunday afternoon. Each morning, Monday through Thursday, there will be sign-up sheets in the East Lounge (1F) for the next day's presentations. Lunch time and afternoon break time are good times to sign up. Please note that most of the presentations are repeated, and most presenters are presenting on more than one topic as well, so your chances of seeing both the presenter and the presentation you want to see are quite high. Please attend presentations you sign up for, and do not attend a presentation if you have not signed up for it.

## PERSONAL SCHEDULE

In the back of this booklet, you will find a blank schedule for the week. You may want to plan ahead what you want to see. Please note that sign-up for presentations is done one day in advance, so you may not get to see everything you want to see when you want to see it.

## LANGUAGE & SPECIAL FOCUS CLASSES

All participants have been assigned to language classes. Basic information about the nature and schedule of these classes will be covered in the Workshop Orientation on Sunday at 11:00. Classes will begin on Monday at 8:30 or 8:45. There will be a brief orientation to the classes on Sunday night from 7:00 to 7:30. For more information, see pages 15-17.

## LIVING AT ASIA CENTER

Details concerning meals, rooms, etc., will be covered during the Workshop Orientation on Sunday (11:00).

## WEDNESDAY AFTERNOON SPECIAL ACTIVITIES

During the Workshop Orientation on Sunday (11:00), the Special Activities for Wednesday afternoon will be presented. The Special Activities (going to Odawara Castle, the beach, songs, watching a movie, etc.) will begin at 1:00 on Wednesday. Sign up for your choice in the East Lounge by Monday evening at 6:00.

## MAGIC SHOW!

"Magic Mike" Kleindl will be performing two magic shows (Thursday afternoon and Friday evening). Participants can sign up for the Magic Show in the East Lounge.

## MATERIALS DISPLAY

Publishers will exhibit materials in Big Hall Monday evening. There will be a lottery for materials donated by participating publishers.

*If you have original materials you would like to display on Monday evening, please let the LIOJ office staff know upon your arrival on Sunday.*

## DAILY SCHEDULE

### SUNDAY, AUGUST 11th

- 11:00            Workshop Orientation (Big Hall - 1F)
- 11:45            Group Picture (in front of Asia Center)
- 12:00-1:30      Lunch (Asia Center cafeteria -- B1)
- 1:30 - 2:15      Opening Assembly      (Big Hall -- 1F)
- Sumako Kimizuka  
                 Founder of the LIOJ Workshop
- Masahide Shibusawa  
                 Executive Director, MRA Foundation
- Don Maybin  
                 Director of LIOJ
- 2:15 - 3:00      Plenary Address      (Big Hall -- 1F)
- Lydia Stack, TESOL President
- What My Students Have Taught Me:  
                 Teacher as Researcher*
- 3:00 - 4:00      Open
- 4:00 - 5:45      Featured Presentations  
                 See next page for details.
- 5:45 - 7:00      Dinner (Asia Center cafeteria)
- 7:00 - 7:30      Language & Special Focus Class Orientation  
                 (For room locations, see pages 15-17.)
- 7:45 - 9:00      Welcome Party (Hakone Room -- H1F)



**SUNDAY**

**AUGUST 11th**

**4:00-5:45**

**FEATURED PRESENTATIONS**

**Adrian-Vallance, D'Arcy**

Communicative Activities for Large Classes (Pacific View)

**Gaies, Stephen**

Communicative Practice Through Group Study (Mt. View)

**Graves, Kathleen**

Error Correction: Too Little or Too Much? (H22)

**Thomas, Ian**

Activating Speaking Using "Recall" Techniques (M51)

**Via, Richard**

Using Drama Techniques in the Language Classroom (H23)

## MONDAY, AUGUST 12th

8:30 - 12:15	Language/Special Focus Classes
12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations See next page for details.
3:00 - 4:00	Open
4:00 - 5:45	LIOJ Faculty Presentations See next page for details.
5:45 - 7:00	Dinner
7:00	Publishers' Display (Big Hall)

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*Notes:*

**MONDAY**

**AUGUST 12th**

**1:30-3:00**

**FEATURED PRESENTATIONS**

**Adrian-Vallance, D'Arcy**

Ten Qualities of a Good Lesson--The Student's View (Pacific View)

**Graves, Kathleen**

Workshop on Pronunciation (H22)

**Kimizuka, Sumako**

Developing Component Skills into Communication Skills  
in EFL/ESL Classes (H32)

**Knowles, Lance**

Multimedia Computer Assisted Instruction & Language  
Education (Hakone)

**Stack, Lydia**

Writer's Workshop (M53)

**Thomas, Ian**

Learning & Teaching Vocabulary: The Heart of a  
Communicative Approach (M51)

**Via, Richard**

Directing a Play (H23)

**4:00-5:45 LIOJ FACULTY & SPECIAL GUEST\* PRESENTATIONS**

**Bowen, Chris**

The Language of Wall Street (Green)

**Brand, Marc**

Read It While It's Hot! Using Newspaper Headlines  
in the Classroom (H32)

**Fujioka, Ken**

Understanding Cultural Differences (H23)

**Kahny, Jim**

Activities for Jr. High School Students (Pacific View)

**Kimmel, Martin**

AUSTRIA--We Don't Have Kangaroos...but... (M51)

**\*King, Elizabeth**

Large Group Discussion Model (H33)

**Loy, Soo Kiak**

Language Policies in a Multiracial Society (H22)

**Tellis, Laurie**

101 Ways to Use Rods in the Language Classroom (M53)

## TUESDAY, AUGUST 13th

8:30 - 12:15	Language/Special Focus Classes
12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations See next page for details.
3:00 - 4:00	Open
4:00 - 5:45	LIOJ Faculty Presentations See next page for details.
5:45 - 7:00	Dinner
7:00 - 8:30	International Scholar Presentations See next page for details.

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*Notes:*

**TUESDAY**

**AUGUST 13th**

**1:30-3:00**

**FEATURED PRESENTATIONS**

**Adrian-Vallance, D'Arcy**

Grammar & Real Life: Making the Connection (Pacific View)

**Gaies, Stephen**

Team Teaching in EFL (Mt. View)

**Graves, Kathleen**

Error Correction: Too Much or Too Little? (H22)

**Knowles, Lance**

Multimedia Computer Assisted Instruction & Language  
Education (Hakone)

**Stack, Lydia**

Grouping for Language Success: Cooperative Learning  
and More (M53)

**Thomas, Ian**

Selecting Teaching Techniques for Large Classes (M51)

**Via, Richard**

Writing & Using Drama Activities (H23)

**4:00-5:45 LIOJ FACULTY PRESENTATIONS**

**Bowen, Chris**

Negotiating Your Way Through Life (Green)

**Brand, Marc**

Adults & Children -- Same or Different? (H32)

**Fujioka, Ken**

Learning & Exchanging Cultural Viewpoints (H23)

**Kahny, Jim**

Africa! (Pacific View)

**Kimmel, Martin**

The Changing Face of Europe -- and Japan? (M51)

**Loy, Soo Kiak**

Singapore: Walking through a Patchwork of Cultures (H22)

**Tellis, Laurie**

Island of Hope, Island of Tears: Ellis Island and the  
American Immigrant Experience (M53)

**TUESDAY**

**AUGUST 13th**

**7:00-8:30 INTERNATIONAL SCHOLAR PRESENTATIONS**

**Chantrasupawong, Narumol**

Practicing the Four Skills in the Language Lab Class (Pacific View)

**Faktorngpan, Piyanart**

Have Fun with Comic Strips! (M51)

**Kim, Eun Hee**

A Study on the Effect of Formal Schema on EFL Reading  
Comprehension (H22)

**Lee, Kyong-sook**

English Lesson Technique Focusing on Listening  
and Speaking (Mt. View)

**Mandia, Ramoncito**

Study Groups (H23)

**Mori, Mayumi**

Optima Learning Teaching System (Bear)

**Na-takuatoong, Em-Orn**

Meaningful Structure (H32)

**Pas, Sopa-On-O**

The Consortium: An Innovative Educational Program  
for Southeast Asian Refugees (M53)

## WEDNESDAY, AUGUST 14th

8:30 - 10:15	Language/Special Focus Classes
10:30-12:00	Featured Presentations See next page for details.
12:00 - 1:00	Lunch
1:00 - 3:30	Wednesday Afternoon Special Activity
3:30 - 4:00	Open
4:00 - 5:45	LIOJ Faculty Presentations See next page for details.
5:45 - 7:00	Dinner
7:00 - 8:30	International Scholar Presentations See next page for details.

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*Notes:*

**WEDNESDAY**

**AUGUST 14th**

**10:30-12:00**

**FEATURED PRESENTATIONS**

**Adrian-Vallance, D'Arcy**

Communicative Activities for Large Classes (Pacific View)

**Freeman, Donald**

Teaching as Research (Hakone)

**Gaies, Stephen**

Team Teaching in EFL (Mt. View)

**Helgesen, Marc**

That's Right! Peer and Self-Correction (H33)

**Stack, Lydia**

Multicultural Literature: Stories from 6 Continents (M53)

**Thomas, Ian**

Activating Speaking Using "Recall" Techniques (M51)

**Via, Richard**

Using Drama Techniques in the Language Classroom (H23)

**4:00-5:45**

**LIOJ FACULTY & SPECIAL GUEST\* PRESENTATIONS**

**Bowen, Chris**

The Language of Wall Street (Green)

**Brand, Marc**

Read It While It's Hot! Using Newspaper Headlines  
in the Classroom (H32)

**Fujioka, Ken**

Understanding Cultural Differences (H23)

**Kahny, Jim**

Activities for Jr. High School Students (Pacific View)

**Kimmel, Martin**

AUSTRIA--We Don't Have Kangaroos...but... (M51)

**\*King, Elizabeth**

Large Class Discussion Group Model (H33)

**Loy, Soo Kiak**

Language Policies in a Multi-Racial Society (H22)

**\*Millard, Michael**

The Possibility of Western Journalism in Japan (Mt. View)

**Tellis, Laurie**

101 Ways to Use Rods in the Language Classroom (M53)



**WEDNESDAY**

**AUGUST 14th**

**7:00-8:30 INTERNATIONAL SCHOLAR PRESENTATIONS**

**Chantrasupawong, Narumol**

Practicing the Four Skills (M51)

**Kubo, Makio**

Teaching English Through Producing English Video Programs (H33)

**Lee, Kyong-sook**

English Lesson Technique Focusing on Listening  
and Speaking (Mt. View)

**Mandia, Ramoncito**

Introduction to Refugee Education (H23)

**Pas, Sopa-On-O**

The Consortium: An Innovative Educational Program  
for Southeast Asian Refugees (M53)

**Shibata, Naohisa**

Verb and Memory (Green)

## THURSDAY, AUGUST 15th

8:30 - 12:15      Language/Special Focus Classes

12:00 - 1:30      Lunch

(Note: Magic Lessons begin at 1:15 today; sign-up required.)

1:30 - 3:00      Featured Presentations  
See next page for details.

3:00 - 4:00      Magic Show! (Mt. View, sign-up required.)

4:00 - 5:45      LIOJ Faculty Presentations  
See next page for details.

5:45 - 7:00      Dinner

7:00 - 8:30      International Scholar Presentations  
See next page for details.

*Tonight is the Odawara City fireworks display in Sagami Bay.  
Please join us on the 5th floor deck.*

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*Notes:*

**THURSDAY**

**AUGUST 15th**

**1:30-3:00**

**FEATURED PRESENTATIONS**

**Adrian-Vallance, D'Arcy**

10 Qualities of a Good Lesson--The Student's View (Pacific View)

**Freeman, Donald**

Classroom Roles (Hakone)

**Helgesen, Marc**

Reading & Enjoying It, Too! (H33)

**Kleindl, Michael**

Magic Lessons [1:15 start time] (Mt. View)

**Stack, Lydia**

Writer's Workshop (M53)

**Thomas, Ian**

Learning & Teaching Vocabulary: The Heart  
of a Communicative Approach (M51)

**Via, Richard**

Directing a Play (H23)

**4:00-5:45 LIOJ FACULTY PRESENTATIONS**

**Bowen, Chris**

Negotiating Your Way Through Life (Green)

**Brand, Marc**

Adults & Children -- Same or Different? (H32)

**Fujioka, Ken**

Learning & Exchanging Cultural Viewpoints (H23)

**Kahny, Jim**

Africa! (Pacific View)

**Kimmel, Martin**

The Changing Face of Europe -- and Japan? (M51)

**Loy, Soo Kiak**

Singapore: Walking through a Patchwork of Cultures (H22)

**Tellis, Laurie**

Island of Hope, Island of Tears: Ellis Island and the  
American Immigrant Experience (M53)

**THURSDAY**

**AUGUST 15th**

**7:00-8:30 INTERNATIONAL SCHOLAR PRESENTATIONS**

**Faktornngpan, Piyanart**

Have Fun with Comic Strips! (M51)

**Kim, Eun Hee**

A Study on the Effect of Formal Schema on EFL Reading  
Comprehension (H22)

**Kubo, Makio**

Teaching English Through Producing English Video Programs (H33)

**Mori, Mayumi**

Optima Learning Teaching System (Bear)

**Na-takuatoong, Em-Orn**

Meaningful Structure (H32)

**Shibata, Naohisa**

Verb and Memory (Green)

## FRIDAY, AUGUST 16th

8:30 - 12:15	Language/Special Focus Classes
12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations See next page for details.
3:00 - 4:00	Open
4:00 - 5:45	LIOJ Faculty Presentations See next page for details.
5:45 - 6:45	Dinner
6:45 - 7:30	Closing Address (Big Hall)  Donald Freeman <i>"Tensions in the Bigger Picture: Four Views of Language Teaching"</i>
7:30 - 8:15	Closing Ceremony (Big Hall)
8:30	Farewell Party (Hakone Room)
9:00	Magic Show! (Mt. View)

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Notes:

**FRIDAY**

**AUGUST 16th**

**1:30-3:00**

**FEATURED PRESENTATIONS**

**Adrian-Vallance, D'Arcy**

Grammar & Real Life: Making the Connection (Pacific View)

**Freeman, Donald**

Classroom Roles: Who Does What, Why? (H22)

**Helgesen, Marc**

English in 3D: A Fresh Look at Dialogs, Dictations  
and Drills (H33)

**Kimizuka, Sumako**

Developing Component Skills into Communication Skills  
in EFL/ESL Classes (H32)

**Kleindl, Michael**

Magic Lessons (Mt. View)

**Stack, Lydia**

Grouping for Language Success: Cooperative Learning  
and More (M53)

**Thomas, Ian**

Selecting Teaching Techniques for Large Classes (M51)

**Via, Richard**

Using Drama Techniques in the Language Classroom (H23)

**4:00-5:45 LIOJ FACULTY PRESENTATIONS**

**Bowen, Chris**

The Language of Wall Street (Green)

**Brand, Marc**

Read It While It's Hot! Using Newspaper Headlines  
in the Classroom (H32)

**Fujioka, Ken**

Understanding Cultural Differences (H23)

**Kahny, Jim**

Activities for Jr. High School Students (Pacific View)

**Kimmel, Martin**

AUSTRIA--We Don't Have Kangaroos...but... (M51)

**Loy, Soo Kiak**

Language Policies in a Multiracial Society (H22)

**Tellis, Laurie**

101 Ways to Use Rods in the Language Classroom (M53)

## SATURDAY, AUGUST 17th

8:30 - 10:00 Checkout

There will be 3 shuttle buses leaving for Odawara Station during this time. Exact times will be announced on Friday.

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*Notes:*

## **Featured Speakers**

**Masahide Shibusawa**

Executive Director, MRA Foundation of Japan  
Founder of LIOJ

**Lydia Stack**

Newcomer High School  
San Francisco, California  
President, TESOL

**Donald Freeman**

School for International Training  
Brattleboro, Vermont  
Former member, TESOL Executive Board  
Former Chair, TESOL Teacher Training Interest Section  
Former LIOJ Faculty Member

## **Presenters**

**D'Arcy Adrian-Vallance**

Longman ELT  
Oxford, England

**Narumol Chantrasupawong**

University of the Thai Chamber of Commerce  
Bangkok, Thailand

**Piyanart Faktorngpan**

Chulalongkorn University  
Bangkok, Thailand

**Stephen Gaies**

Temple University Japan  
Former editor, *TESOL Quarterly*



## **Kathleen Graves**

School for International Training  
Brattleboro, Vermont  
Textbook author  
Former LIOJ Faculty Member

## **Marc Helgesen**

Miyagi College for Women  
Miyagi, Japan  
Textbook author

## **Eun Hee Kim**

Kangnung University  
Kangnung, Korea

## **Sumako Kimizuka**

University of Southern California  
Founder of the Summer Workshop

## **Elizabeth King**

International Christian University  
Tokyo  
Former LIOJ Faculty Member & Teacher Trainer

## **Michael Kleindl**

International Christian University  
Tokyo  
Former LIOJ Faculty Member  
[World's Best ESL Magician]

## **Lance Knowles**

DynEd International, Inc.  
San Francisco, California  
Former Director of LIOJ  
Textbook author

## **Makio Kubo**

Toyama Mercantile Marine College  
Toyama, Japan

**Kyong-sook Lee**  
Yeongdeungpo Girls' Junior High School  
Seoul, Korea

**Ramoncito Mandia**  
International Catholic Migration Commission (ICMC)  
Manila, The Philippines

**Michael Millard**  
The Japan Times Weekly  
Former LIOJ Faculty Member

**Mayumi Mori**  
Newport University  
Tokyo

**Em-Orn Na-takuatoong**  
Palianpadungsit School  
Trang, Thailand

**Sopa On-O- Pas**  
The Consortium  
Chonburi, Thailand

**Naohisa Shibata**  
Asaka Girls' Senior High School  
Fukushima, Japan

**Ian Thomas**  
British Council  
Chiangmai, Thailand

**Richard Via**  
Drama Specialist

**1991 Kanagawa Scholarship**  
**Setsuko Yoshioka**  
Shinjo Senior High School

# MAGIC SHOW!

by

## "Magic Mike" Kleindl

Mike's Magic Show has been part of LIOJ's programs since 1981. He defies the laws of physics, making cards and ropes and balls appear out of nowhere, disappear again into thin air, and reappear in surprising places. And all the while he tells how, when he was just a boy, his grandfather taught him secret magic tricks, patronized Japanese companies, and maneuvered his picture onto rare coins. Mike's Magic Show is something you won't want to miss!

The Magic Show will be offered Thursday afternoon at 3:00 and Friday evening at 9:00, and will be attended on a **sign-up basis**, just like presentations. The audience size will be limited so everyone can have a good seat (but watch carefully -- your eyes can play tricks on you!). (Each show is about one hour long.)

## REGULAR LANGUAGE CLASSES

8:30 am-12:00 noon

### DESCRIPTIONS & SCHEDULE

The LIOJ Summer Workshop this year will again offer two kinds of language classes. Regular Classes cover a wide variety of English language skill areas and ESL techniques, and the Special Focus Classes emphasize certain subjects or functional areas. Both are taught by LIOJ Faculty. Classes have been filled on a first-come, first-serve basis, and every effort has been made to enroll participants in the class of their choice.

CLASS	TEACHER	ROOM
A	Lee Tyrrell	Pacific View
B1	Denise Olivieri	H22
B2	Scott Jarrett	Bear
D	Aldona Shumway	H32
E	Lynn Bergschneider	H23

Both kinds of classes will be discussed in the Workshop Orientation on Sunday (11:00). The class schedule is printed below. (Note that the classes are referred to by letters in the schedule: Regular Language Classes are A-E, and Special Focus Classes are F-L.)

#### Sunday

Class Information at Workshop Orientation, 11:00  
Class Orientation, in classrooms, 7:00 - 7:30

#### Monday, Tuesday, Thursday, and Friday

A-E: 8:30 - 12:00  
F-L: 8:45 - 12:15

#### Wednesday

A-E: 8:30 - 10:15  
F-L: 8:30 - 10:15

## SPECIAL FOCUS CLASSES

8:45 am to 12:15 pm

### DESCRIPTIONS & SCHEDULE

F      Thai Language Class      Room: Mt. View  
Narumol Chantrasupawong & Don Maybin

Participants will be put in the position of their students by studying "Survival Thai" for tourists. Using a modified Total Physical Response (TPR) methodology, lessons will be conducted in Thai with a reading-for-recognition component. After the lesson, participants will work in groups (in English) to analyze the language lesson, focusing on immediate and long-term objectives, designing activities to meet those objectives, individual vs. group-based exercises, and the transferability to larger/smaller classes, revision of "unsuccessful activities so that they succeed -- and, much, much more!

G      Japanese Education & Culture Video Project  
Maureen Pilon      Room: Ivory

Here's your chance to work on a project, develop your organizational skills, and act, too -- all in English! Participants will produce a video about Japanese education and culture for presentation to a foreign audience. The group will decide on the focus of the video, prepare the props and scenery, write the script, and act in the video. Filming will be completed by week's end and the final product will be shown Friday evening.

H      Great Movie Scenes      Room: M53  
Adam Young

In this course, participants will watch and discuss scenes from some famous movies from the past and present. Each day will focus on one or two different language areas and then discuss topics from the movie. For example, scenes from *Back to the Future* will look at the language of time

reference, and scenes from *Roman Holiday* will focus on plans and dreams. Great movie scenes will be used in a variety of communicative activities, from predicting what will happen next to discussing what you would do in the same situation.

I      **Team Teaching**      Room: M51  
Susan Singer & Tandy Bailey

This class will focus on the many different aspects of team teaching -- from approaches school boards take when initiating team teaching programs to the many situations team teachers face when working together. Class time will also be spent on lesson, schedule, and attitude planning. Participants are asked to bring both good and bad lesson plans, experiences, and ideas for the future of team teaching, not only for their own schools, but for nationwide programs.

J      ***Field of Dreams* -- Guided Movie Watching**  
Paul Jaquith      Room: Birch

In this class, the movie, *Field of Dreams*, will be used. Participants will do various exercises to facilitate comprehension and to learn new words and expressions. Priority will be given to developing listening comprehension and speaking skills. Participants will not only enjoy developing their English skills through watching this fine movie, but will also learn creative ways to use video in their own English classes.

K      **Different Perspectives**      Room: H33  
Mary Ann Maynard

Students will read stories, poems and essays, watch videos, listen to songs and lectures which will provide different perspectives on social, political, physical and cultural difference. Discussion topics will include the experience of racial minorities and the physically handicapped, and the problems of cultural alienation and the foreign experience, as depicted in the media and in literature. Although this class is intended for higher level students and is primarily a

content course, students will participate in various activities based on different approaches to language teaching and learning.

L      Issues in Music  
         Amy Absher

Room: Green

A lot of popular songs focus on serious social issues, such as the homeless, political persecution, child abuse, and the environment. Songs that will be used in "Issues in Music" are by pop singers and groups like Tracy Chapman, Sting, Suzanne Vega, U2, and others. In this course, we will define the social problems in the songs, talk about how these problems relate to ourselves, and discuss possible solutions. Participants will build vocabulary, and work on explanation strategies and listening skills.

## PRESENTATION ABSTRACTS

(Listed in alphabetical order by presenter.)

### **Grammar and Real Life: Making the Connection**

Adrian-Vallance, D'Arcy

Offered: T & F (Pacific View)

Maximum: 30

When teenage students and their teachers fail to relate classroom grammar to real life, it becomes dull, uncommunicative, hard to learn, and easy to forget. This workshop will first examine the differences between unreal, realistic and real language use, and establish the effects of each. The workshop will then explore the many ways in which different kinds of realism and reality can be introduced and exploited in the classroom to enliven and improve teaching and communicative practice activities. A variety of practical techniques will be demonstrated and participants will be able to try them out and discuss the scope of their application. There will be opportunities to experiment with the adaptation of techniques to different needs.

### **Communicative Activities for Large Classes**

Adrian-Vallance, D'Arcy

Offered: S & W (Pacific View)

Maximum: 30

How can teachers select and present activities so that they work well despite the difficulties that occur in large classes? This workshop will briefly examine two questions: *What are communicative oral activities?* and *Why are they important?* Then, the problems for teachers attempting to use them in large classes of teenagers will be enumerated. Participants, in groups, will discuss possible causes of each problem and what, in general terms, teachers can do to prevent or reduce each problem. The suggestions, together with a checklist compiled by writers of communicative materials for large classes of teenagers, will establish the qualities that an ideal activity should contain if it is to work well in this context. It is hoped that the experiences of this workshop will stimulate



awareness and further enhance participants' abilities to select and create workable communicative oral activities.

### **10 Qualities of a Good Lesson -- The Student's View**

Adrian-Vallance, D'Arcy

Offered: M & Th (Pacific View)

Maximum: 30

This workshop will consist of two stages: first, an input and analysis stage, and then a practical stage. In the first stage participants will look at interview extracts in which young Japanese high school graduates describe their first experiences in an English-speaking environment. Participants, working in groups, will note the problems and conclusions will be drawn about the knowledge and skills (linguistic and cultural) that students need for communication in the real world, and the implications of this for lesson content. The second input consists of a similar activity: summarizing students' views and preferences about learning English. These views will be compared with other more formal research and combined with the results of the first input to produce a concise 10-point summary of the elements of a good lesson from the student's point of view.

### **The Language of Wall Street**

Bowen, Chris

Offered: M-W-F (Green)

Maximum: 30

*Green mail...white knight...short sale...straddle...*

Learn the colorful language of Wall Street! Participants will gain insight into the financial markets through a deep understanding of investment terminology. This multimedia presentation will include clips from movies, such as *Wall Street*, and articles from popular business publications.

## **Negotiating Your Way Through Life**

Bowen, Chris

Offered: T & Th (Green)

Maximum: 30

In this seminar, participants will learn the language and techniques of persuasion. Students will have opportunities to apply these skills in simulated negotiation sessions.

## **Read It While It's Hot!**

### **Using Newspaper Headlines in the Classroom**

Brand, Marc

Offered: M-W-F (H32)

Maximum: 20

This presentation will be given as an actual class with opportunities for discussion following the demonstration lesson. The use of headlines can be used in numerous ways. Depending upon the level of your students, headlines offer the teacher a way to present new language in a relevant and meaningful context. The focus can shift and become extremely student-centered, based on the class' needs and interests. Recommended for current or future teachers of intermediate or advanced adults.

## **Adults and Children -- Same or Different? (Discussion)**

Brand, Marc

Offered: T & Th (H32)

Maximum: 20

Adult Education professionals have for years stressed the importance of approaching Adult Education very differently from the education of children. The facilitator of this open discussion will present some of the current approaches to adult education and ESL activities, and lead a discussion on how activities for adults learning English can be adjusted to children, and vice-versa.

## **Practicing the Four Skills in the Lanaguage Lab Class**

Narumol Chantrasupawong

Offered: T & W (Pacific View)

Maximum: 30

(Abstract not available at the time of printing.)

## **Have Fun with Comic Strips!**

Faktorngpan, Piyanart

Offered: T & Th (M51)

Maximum: 20

(Abstract not available at the time of printing.)

## **Classroom Roles: Who Does What, Why?**

Freeman, Donald

Offered: Th & F (Hakone)

Maximum: 30

In this workshop, participants will examine the language classroom as a fabric of interactions organized and orchestrated to achieve learning. We begin with the premise that often the need to organize and manage classroom interaction runs contrary to what students need to do to learn. Through a series of direct experiences, participants will have the opportunity to examine and restructure specific ways in which they interact in their teaching.

## **Teaching as Research**

Freeman, Donald

Offered: W (Hakone)

Maximum: 30

This workshop looks at the ways in which the daily activity of language teaching can be, like research, a form of "disciplined inquiry"\*. Through direct experience and case studies, participants will investigate how they can develop questions about their teaching and gather information to answer them.

\* Shulman, L. "Disciplines of Inquiry in Education: An Overview."

In *Complementary Methods for Research in Education*, R. Jager (ed), Washington: DC American Educational Research Association (1988).

## **Tensions in the Bigger Picture: Four Views of Language Teaching**

Freeman, Donald

Closing Address, Friday evening, Big Hall

This talk examines the nature of language teaching from four perspectives: the subject matter itself, the classroom context in which it is taught and learned, the learning, and the

teaching. Each offers a different view of the "thoughtful work" of teaching. The talk is meant to provide a framework through which teachers can examine and reflect on their work as language teachers.

### **Understanding Cultural Differences**

Fujioka, Ken

Offered: M-W-F (H23)

Maximum: 30

During his lifetime, Ken has travelled extensively, and he has lived in seven different countries, including Nigeria, Thailand, Indonesia, America, and Japan. In this presentation, he will focus on the challenges of adjusting to new ways of living and thinking. He will share some of his experiences and offer suggestions for making the transition between cultures smoother and more enjoyable.

### **Learning and Exchanging Cultural Viewpoints**

Fujioka, Ken

Offered: T & Th (H23)

Maximum: 30

The focus of this presentation will be on asking questions and learning from language and/or cultural misunderstandings. When working with foreigners, many of these problems occur as a result of cultural differences. Real-life examples will be used to learn how to communicate more comfortably and effectively with people from another culture.

### **Communicative Practice Through Group-Study**

Gaies, Stephen

Offered: S (Mt. View)

Maximum: 30

"Cooperative learning" is a term that includes a variety of tasks designed to engage learners in one another's learning. Although all cooperative learning arrangements share a number of features, the tasks in which learners can be cooperatively engaged can differ in a number of ways, in particular, in terms of the amount of responsibility learners have in deciding how to complete a task. This presentation will focus on what has been called "group study" (or "group investigation tasks"), a type of cooperative learning in which learners make decisions about the specific procedures they

will use to complete the task. Group investigation will be compared and contrasted with "project work", which shares many of the same aims. Although, at first glance, such tasks may appear to be beyond the ability of intermediate learners, they can be usefully exploited to help learners go beyond structural practice and into a more communicative use of English.

### **Team Teaching in EFL**

Gaies, Stephen

Offered: T & W (Mt. View)

Maximum: 30

In principle, team teaching can be usefully exploited in foreign language instruction in either or both of two basic ways: (a) to make available to learners, either directly or indirectly, the different talents and abilities of two or more teachers, and (b) to increase the amount of contact that students have with a teacher. However, like many teaching and learning approaches and arrangements, team teaching is much more widely admired than it is practiced. This presentation will explore the opportunities that team teaching offers to the foreign language classroom and the psychological, administrative, and practical obstacles that must be dealt with to insure that team teaching is effective. The session will involve the viewing of a videotaped sample of team teaching in Japan. The videotape will demonstrate that successful collaboration between native English-speaking and non-native English-speaking teachers must include, but go far beyond, a consideration of what native and non-native speakers of English can contribute to the EFL classroom.

### **Workshop on Pronunciation**

Graves, Kathleen

Offered: M (H22)

Maximum: 20

In this workshop, participants will investigate the role of pronunciation in language learning from both a teaching perspective -- how they teach pronunciation -- and from a learning perspective -- how they themselves learned the segmentals and suprasegmentals of English. Participants will engage in activities designed to increase their awareness of pronunciation, as well as their skill in teaching it.

### **Error Correction: Too Much or Too Little?**

Graves, Kathleen

Offered: S & T (H22)

Maximum: 20

While most teachers agree that work on error correction is a necessary part of learning and teaching a language, they cannot agree on questions such as how much correction is optimum or when and how errors should be corrected. In this workshop participants will explore the nature of error correction and its role in language learning by examining such questions as: Who corrects errors? Which errors should be corrected? How? When? Why? Through a series of activities and reflective exercises, participants will deepen their understanding of error correction and ways to work with it in their own classrooms.

### **THAT'S RIGHT! Peer and Self-Correction**

Helgesen, Marc

Offered: W (H33)

Maximum: 30

When to correct? And how...and why....and who? The purpose of corrections is to help students develop an awareness of form and to monitor/correct themselves. This demonstration will introduce a series of flexible, enjoyable activities ranging from "chalkboard races" to "mistake dictations" that allow the students to help each other and themselves notice and use correct forms. In addition to the activities, types of corrections and ways to provide language support to enable the students to be accurate will be considered.

### **Reading -- and Enjoying It, Too!**

Helgesen, Marc

Offered: Th (H33)

Maximum: 30

Of course it would be best if our students always read things they are interested in. But that doesn't happen. Sometimes they just aren't excited by what they are required to read. Different students have different interests. Nothing is exciting for everyone. This workshop will present a series of skill-building, intensive reading techniques that make students better readers and make reading activities more

interesting. Techniques for increasing reading efficiency (and, as a result, test scores) will be introduced. Examples from *Mombusho*-approved textbooks will be used

### **English in 3-D:**

#### **A Fresh Look at Dialogs, Dictations, and Drills**

Helgesen, Marc

Offered: F (H33)

Maximum: 30

Dialogs, dictations and drills are standard techniques -- so standard that they often become boring. This workshop will look at options to increase the effectiveness and student interest in these activities. Ways of building in communicative elements will be considered. In groups, the participants will explore how they use the techniques, their reasons, new possibilities and options for each.

### **Activities for Junior High School Students**

Kahny, Jim

Offered: M-W-F (Pacific View)

Maximum: 30

This practical workshop will be conducted in the style of an actual class. Participants will be asked to play the role of students and try out various language activities which have been used successfully with junior high students in LIOJ and Odawara junior high schools.

### ***Africa!***

Kahny, Jim

Offered: T & Th (Pacific View)

Maximum: 30

In this session, which will feature a slide presentation, we will examine daily life in rural Benin, West Africa. The presenter served as a U.S. Peace Corps Volunteer (1983-85) working on construction projects for the Beninese Ministry of Primary Education.

## **A Study on the Effect of Formal Schema on EFL Reading Comprehension**

Kim, Eun Hee

Offered: T & Th (H22)

Maximum: 20

This study tried to extend the field of research in schema- and to emphasize the importance of formal schema in reading comprehension. For that purpose, this study focused on the analysis of the effects of formal schema EFL readers' (Korean high school and university students) recall and reading. The formal schema in this study was restricted to narrative, expository schema.

## **Developing Component Skills into Communication Skills in EFL/ESL Classes**

Kimizuka, Sumako

Offered: M & F (H32)

Maximum: 20

The purpose of this presentation is to discuss typical problems encountered by EFL/ESL instructors in teaching English to speakers of Japanese and to present suggestions with special reference to cross-cultural communication. The instructional procedure suggested in this presentation has been developed on the basis of our belief that second/foreign language acquisition is a process of cognitive, creative construction, plus habit forming in a realistic, effective environment. Typical problems, which speakers of Japanese may encounter in bridging the gap between component skills and communication skills in English, will be discussed, and suggestions for effective instruction procedures will be presented.

## **Austria -- We Don't Have Kangaroos, but...**

Kimmel, Martin

Offered: M-W-F (M51)

Maximum: 20

This presentation will focus on two points. First, an introduction to *Österreich* will allow the participants a view of the country that is not restricted to Wolfgang A. Wiener Schnitzel and skiing. Special attention will be paid to history, politics and the educational system. In the second part, the participants will have an opportunity to experiment with the



language necessary for a similar presentation of their own country. A concluding discussion of the astonishing similarities and differences between Austria and other countries will further intercultural awareness and understanding.

### **The Changing Face of Europe--and Japan? (Discussion)**

Kimmel, Martin

Offered: T & Th (M51)

Maximum: 20

Dramatic and historical changes are altering the face of Europe for the third time this century. Economic refugees are taking the place of political refugees and new political alliances and economic priorities are demanding a different form of international dialogue. In discussion groups, this workshop aims to look at various aspects of the recent developments in Europe and their possible consequences in the field of education in general and language teaching in particular. The Eastern Block countries have long led a politically and economically isolated existence. They are now challenged to make their contribution to an international and intercultural Europe. Will there be a lesson in it for Japan?

### **Group Discussion Model for Large Classes**

King, Elizabeth

Offered: M & W (H33)

Maximum: 30

Is it really possible to conduct effective discussion activities in a large academic classroom without sacrificing the interest and participation of a large number of students? At times most of us have probably asked ourselves this question while experimenting with pairs, large and small groups, and full-class, teacher-directed discussions. Even in class discussions that "work", problems arise regarding the teacher's role, shy and reticent speakers, less proficient students, pacing, and efficient coverage of the material. This presentation will provide models for discussion in high school and university classes of up to fifty students which encourage full-class participation, high interest, and increased speaking confidence.

### **Magic Lessons**

Kleindl, Michael

Offered: Thursday at 1:15; Friday at 1:30

(Mt. View)

Maximum: 30

A Workshop first! By popular demand, "Magic Mike" will share some of his magic with workshop participants this year. If you want to learn some magic, here's your chance to learn from the very best!

### **Multimedia Computer Assisted Instruction and Language Education**

Knowles, Lance

Offered: M & T (Hakone)

Maximum: 20

In the first part of this presentation the following questions will be addressed: What is the relationship between education and computer assisted instruction? What are the dangers and advantages of using multimedia in education? What is interactivity and why is it important? In the second part of the presentation we will discuss issues in the design of the courseware and will relate it to current language teaching theories. After the presentation, the presenter would like to meet informally with participants who have their own ideas and suggestions regarding future products and trends.

### **Teaching English Through Producing English Video Programs**

Kubo, Makio

Offered: W & Th (H33)

Maximum: 30

Giving students an assignment to make video programs induces student motivation and improves their English communicative abilities. This presentation will discuss student reaction to video projects and explain ways of producing videos.

## **English Lesson Technique Focusing on Listening and Speaking**

Lee, Kyong-sook

Offered: T & W (Mt. View)

Maximum: 30

There are four targets of language classes: listening, speaking, reading and writing. Two immediate targets for mutual correspondence are listening and speaking. Teachers have to let the students listen and speak English as much as possible under given classes. Through this workshop, several teaching techniques will be presented which could motivate students and improve their listening and speaking.

## **Language Policies in a Multiracial Society**

Loy, Soo Kiak

Offered: M-W-F (H22)

Maximum: 20

Deciding on a language policy is a very delicate task in a multiracial, multilingual society. This presentation will focus on the issues that have influenced the making of language policies in Singapore and the impact these policies have on the choice of language used in different domains.

## ***Singapore:* Walking through a Patchwork of Cultures**

Loy, Soo Kiak

Offered: T & Th (H22)

Maximum: 20

Participants will be taken on an armchair tour of Singapore, stopping at various spots where the early immigrants from China, India, Malaysia, Indonesia, as well as the British colonists, have left their imprint. This presentation will also show the modern Singapore that these different peoples have helped create.

## **Introduction to Refugee Education**

Mandia, Ramoncito

Offered: W (H23)

Maximum: 30

(Abstract not available at the time of printing.)

### **Study Groups**

Mandia, Ramoncito

Offered: T (H23)

Maximum: 30

(Abstract not available at the time of printing.)

### **The Possibility of Western Journalism in Japan**

Millard, Michael

Offered: W (Mt. View)

Maximum: 30

The presenter will discuss the difficulties of creating a publication that follows Western journalistic standards in Japan. He will describe the built-in taboos and prejudices that must be overcome in selecting a story, as well as how young, inexperienced Japanese are trained to become English language journalists. This will be followed by an examination of the process of structural change from Japanese to English writing, as well as ideas for using newspapers to stimulate interest in reading and learning.

### ***Optima Learning Teaching System***

Mori, Mayumi

Offered: T & Th (Bear)

Maximum: 30

*Optima Learning* is a teaching (and learning) system based on *Suggestopedia*. This presentation will introduce several techniques, including reading-with-music and visualization, that have proved to be quite successful in spoken English instruction.

### **Meaningful Structure**

Na-takuatoong, Em-Orn

Offered: T & Th (H32)

Maximum: 20

The teaching of English in Thailand seems to stop at the mechanical practice stage. Teachers have not brought their students to the stage of meaningful practice, which is an important step toward real communication. One main feature of the stage of meaningful practice is personalization. This presentation shows how to establish the meaning of a structure in both the presentation and practice stages. It will also show how students can get involved in the lesson to

encourage understanding of structures presented. The importance of "meaningfulness" in presenting and practicing new structures will also be discussed.

### **Cooperative Learning Activities**

Pas, Sopa On-O

Offered: T (M53)

Maximum: 20

This presentation will include a demonstration of five basic activities which focus on the belief that learning increases as students develop cooperative skills. It will make use of small group work, giving special emphasis to the fostering of cooperation among group members. These five activities will illustrate individual accountability and social skills. Participants will learn how students discover the benefits of positive interdependence by participating in structured group activities. To foster the individual accountability of students, participants will learn how to monitor student progress to ensure involvement and achievement. They will also learn how to help students improve social skills by encouraging them to ask for clarification and by practicing appropriate social courtesies.

### **The Consortium: An Innovative Educational Program for Southeast Asian Refugees**

Pas, Sopa On-O

Offered: W (M53)

Maximum: 20

The Consortium combines the resources and special capabilities of the Experiment in International Living, World Education and Save the Children Federation for the purpose of providing English language, American cultural orientation and work orientation training for Southeast Asian refugees in Thailand who will resettle in the United States. The presentation will take the form of a narrated slide show, which will portray activities that meet the objectives of the different Consortium departments [Adult Program (20 to 55 years), Preparation for American Secondary Schools Program (11 to 19 years), Child Development Program (one-month to 6 years), and the Learning Center (resource center with diverse programs)].

## **Verb and Memory**

Shibata, Naohisa

Offered: W & Th (Green)

Maximum: 30

This presentation is based on research concerning predicate verbs and memory/recognition. The presenter will discuss experiments that were conducted to test the hypothesis, "The hint properly focused on a predicated verb is effective for memory and recognition." The rationale for this hypothesis is based on four theories: 1) Ausubel's Cognitive Learning; 2) Skinner's Operant Conditioning; 3) Ausubel's Theory of Meaningful Learning; and 4) Fillmore's Case Grammar.

## **Grouping for Language Success: Cooperative Learning and More**

Stack, Lydia

Offered: T & F (M53)

Maximum: 20

This workshop will provide a practical introduction to the use of cooperative learning techniques in the ESL/EFL classroom. These techniques are particularly useful in developing communicative language skills, as well as specific skills in curriculum areas. Participants will gain experience with how to set up groups, how to design activities appropriate for group work, how to implement specific cooperative learning techniques, and how to evaluate individual, as well as group work.

## **Multicultural Literature: Stories from Six Continents**

Stack, Lydia

Offered: W (M53)

Maximum: 20

There are many reasons why students benefit from studying literature from their own and others' cultures. Literature provides genuine content for students to study and the study of literature encourages talking and active problem solving. Literature provides high quality models for teaching language structures and vocabulary, and literature serves as a stimulus for movement into writing. Exploring multicultural literature promotes awareness of other ways of

life and understanding of one's own culture. The presenter will offer the participants guidelines for choosing literature, lists of recommended works, suggestions for discussing themes in literature, and strategies to use with their students when introducing multicultural literature.

### **Writer's Workshop**

Stack, Lydia

Offered: M & Th (M53)

Maximum: 20

Donald Graves, Lucy Calkins and Nancy Atwell have all written about "Writer's Workshop", a process approach for teaching writing in English classrooms. Students who are given an opportunity to write to a real audience often find their writing takes on new dimensions. This presentation will focus on one way to introduce Writer's Workshop to ESL students. Samples of student writing, as well as some practical suggestions on how to implement this writing process, will be shared.

### **What My Students Have Taught Me:**

#### **Teacher as Researcher**

Stack, Lydia

Plenary Address, Sunday afternoon, Big Hall

Research in the area of teacher-as-researcher has emphasized that when teachers take the time to reflect on the processes in their classrooms and share that information systematically with colleagues, valuable insights are realized. At Newcomer High School in San Francisco, Ms. Stack has implemented Writer's Workshop and has participated in a Teacher Inquiry project. This presentation will explore some insights and understandings gained by reflection upon students and their work through a Teacher Inquiry group project.

***Island of Hope, Island of Tears:* Ellis Island  
and the American Immigrant Experience**

Tellis, Laurie

Offered: T & Th (M53)

Maximum: 20

Nearly half of all Americans can trace their families back to a relative who immigrated through Ellis Island. It is, like the Statue of Liberty, a powerful symbol of the American dream. The stories from Ellis Island tell us a lot about America -- good and bad. This presentation will include a brief history of Ellis Island and some of the experiences of those who passed through it. The new Museum of Immigration at Ellis Island will also be discussed. Come and discover the *Island of Hope, Island of Tears*.

**101 Ways to Use Rods in the Language Classroom**

Tellis, Laurie

Offered: M-W-F (M53)

Maximum: 12

Rods are deceptively simple-looking pieces of colored wood or plastic, one centimeter in width, one centimeter in depth, and ranging from one-to-ten centimeters in length. They have been used in many ways to teach language, and although this presentation won't actually cover 101 ways to use rods, participants will see a variety of activities. Those who attend will be asked to participate in demonstration lessons and interactive activities with rods. We'll also discuss the problems and possibilities of using rods with large classes.

**Activating Speaking Using "Recall" Techniques**

Thomas, Ian

Offered: S & W (M51)

Maximum: 20

Some of the most effective speaking techniques are also the simplest for students to understand and do. "Recall" techniques belong in this category and take advantage of the simple fact that, if several people are exposed to the same information, they will each remember (or recall) it differently. A natural information gap is created when students are asked to cooperate to recall and reconstruct some information they received earlier. This workshop will involve teachers in exploring the possibilities of these



versatile techniques, which are particularly suitable for use in larger classes.

**Learning and Teaching Vocabulary:  
The Heart of a Communicative Approach**

Thomas, Ian

Offered: M & Th (M51)

Maximum: 20

The systematic teaching and learning of vocabulary has been neglected by most language teaching approaches, yet it can be argued that vocabulary plays the central role in both communication and in language learning. The aim of this workshop is to help teachers be more aware of the importance of vocabulary teaching and learning. This workshop has two parts: (1) tasks to help teachers appreciate the importance of vocabulary, and (2) tasks in which teachers explore the value of a core vocabulary syllabus. (The syllabus for this will be a new 1,200-word Lower Secondary School Syllabus. Each participant will receive a copy.)

**Selecting Teaching Techniques for Large Classes**

Thomas, Ian

Offered: T & F (M51)

Maximum: 20

Teaching techniques which work well in small classes of a language school are not always successful in large classes of a secondary school. The aim of this workshop is to help teachers of large classes to choose and use techniques which are suitable for their particular teaching situation. This task-based workshop has three parts: (1) an examination of some of the problems of teaching in large classes, (2) an introduction to a set of features which an effective large-class technique will have, and (3) using the features introduced in (2), participants evaluate a range of techniques to see how suitable they are for use in large classes.

## **Using Drama Techniques in the Language Classroom**

Via, Richard

Offered: S & W (H23)

Maximum: 30

An overview of the use of drama and drama techniques for the language classroom, including *Talk and Listen* demonstrations and relaxation exercises.

## **Writing and Doing Drama Activities, A Workshop**

Via, Richard

Offered: T & F (H23)

Maximum: 30

This workshop will actively involve the participants in relaxation exercises, writing *Talk and Listen* dialogues, and improvisations.

## **Directing a Play**

Via, Richard

Offered: M & Th (H23)

Maximum: 30

For those who are interested in presenting plays. Discussions will deal with play selection, staging, and stage movement. Participants will try their hand using *Talk and Listen* and improvisations.

## BIOGRAPHIES OF GUESTS

(Listed in alphabetical order.)

**D'Arcy Adrian-Vallance** is a British materials writer with ten years' previous teaching experience. He has written courses, video scripts, grammar practice, pronunciation, background and reading material and, most recently, a course for use in high school conversation classes. Mr. Adrian-Vallance is associated with Longman ELT in England.

### **Narumol Chantrasupawong**

(Biography not available at the time of printing.)

**Piyanart Faktornghan** is an English instructor and coordinator and materials writer for the Language Institute at Chulalongkorn University. She has been a Thai language instructor and examiner for the U.S. Peace Corps and worked as a part-time instructor at Mahidol University. Ms. Faktornghan received an MA in Applied Linguistics from the University of Lancaster and has been on the faculty at CULI since 1980.

**Donald Freeman** is on the faculty of the Master of Arts in Teaching Program at the School for International Training in Brattleboro, Vermont, where his teaching and research interests focus on how teachers learn to teach and develop understandings of what they do in classrooms. He is a former LIOJ Academic Supervisor and has been a consultant to teacher education organizations and programs, and presenter at national conferences in Asia, South America, and Europe. Mr. Freeman is former chair of the TESOL Teacher Education Interest Section and a past member of the TESOL Executive Board.

**Stephen J. Gaies** is Coordinator of the graduate programs in TESOL and a Professor of English and Linguistics at the University of Northern Iowa. Dr. Gaies has been involved in foreign language teaching and program administration for

more than twenty years. Dr. Gaies is widely published on many topics in English language teaching and applied linguistics and is the author of *Peer Involvement in Language Learning* (Harcourt Brace Jovanovich, 1985). He has been a consultant on English language teaching throughout the world and is a member of the English Teaching Advisory Panel of the United States Information Agency. Dr. Gaies was Editor of the TESOL Quarterly from 1984 to 1989. During the 1990-91 academic year, Dr. Gaies was a visiting professor at Temple University Japan and a professor of English at Jissen Women's College in Hino (Tokyo).

**Kathleen Graves** is on the faculty of the Master of Arts in Teaching Program at the School for International Training in Brattleboro, Vermont and is the co-author of *East West*, an integrated course series published by Oxford University Press. Her interests include curriculum design, methodology and teacher education. She has been a consultant and presenter in various countries, and is now working on a book about teachers as course developers, as well as one on investigating classroom teaching with Donald Freeman.

**Marc Helgesen** is associate professor in the Department of International Cultural Studies at Miyagi Gakuin. He previously taught at a variety of levels in Japan including junior and senior high school. He has published and presented widely on the communicative approach and other topics and is the main author of the *English Firsthand Beginner's Course* (Access/Success) and *New English Firsthand* text series (Lingual House/Longman).

**Eun Hee Kim** graduated from the Department of English Education at Ewha Womens University in 1986. She attended the Graduate School of Education at Ewha where she majored in English Language Education. Since 1990, Ms. Kim has taught English at Kangnung University in Kangnung, Korea.

**Sumako Kimizuka** is an Associate Professor and Chairman of the Department of East Asian Languages and Cultures at the University of Southern California. She was instrumental in starting LIOJ's annual Summer Workshop

twenty-three years ago, and has been associated with it since then. She has published extensively on teaching English for communication and on teaching English to the Japanese in particular. She is also author of the book, *Teaching English to the Japanese*.

**Elizabeth King** has a long history in ESL, beginning in 1965, when she joined the US Peace Corps and was sent to Tanzania for two years -- but she decided to stay for nine! Later, Elizabeth worked in the US with Southeast Asian refugee programs and taught international corporate employees at the Spring Institute for International Studies in Denver, Colorado. She was ESL Coordinator at the University of Colorado Learning Center before discovering LIOJ in 1986. Since then, she has lived happily in Japan, and now teaches at International Christian University in Tokyo (while her heart remains in Odawara).

**Michael Kleindl** ("Magic Mike") has been an Instructor in the English Language Program at International Christian University for five years. Before that he taught for five years at the Language Institute of Japan. Together with his colleague, David Pickles, another former LIOJ teacher, he has written the textbook, *Real Business*, recently published by Longman Publishers. Mike's poetry has appeared in many literary journals and magazines in Japan and the United States. He is also, of course, magic.

**Lance Knowles** is founder and president of DynEd International, a multimedia courseware company based in San Francisco. DynEd's innovative products are now being sold in Japan, Korea and Europe. Before returning to the U.S. in 1985, Lance served as Director of LIOJ from 1979 through 1984. He is the author of several EFL textbooks, including *Functioning in Business*, and a book on negotiations, *Japanese and Americans: Face to Face in Negotiations*.

**Makio Kubo** graduated from Toyama University with a major in literature. After receiving a graduate degree at Ryukoku University, Mr. Kubo began working for Ritsumeikan High School as a teacher of English. Several

years later, Mr. Kubo obtained a teaching position at Toyama Mercantile Marine College. He has been a visiting researcher at Essex University.

**Kyong-sook Lee** graduated from the Department of English Education at Ewha Womens University in 1968. - She attended the Graduate School of Education at Ewha and majored in Education Administration. Since 1969, she has taught English at Yeongdeungpo Girls' Junior High School in Seoul.

**Ramoncito Mandia** has taught at International Catholic Migration Commission (ICMC) in Manila since 1984. He has presented at the ICMC Bataan Conference on Language and Culture, developed communicative-based materials for the Media Resource Center, and taught GED and TOEFL review classes. Mr. Mandia represented the Philippines as an Ambassador of Goodwill to Southeast Asia and Japan in the 1988 Ship for Southeast Asian Youth Program. Prior to coming to ICMC, Mr. Mandia worked in public relations, and was also a production manager and stage designer.

**Michael Millard** is General Editor of The Japan Times Weekly. He worked for newspapers and magazines in the western United States before coming to Japan. He has taught journalism at a junior college in Nevada and at a San Francisco high school. Mr. Millard is a former member of the LIOJ faculty.

**Mayumi Mori** is currently an assistant professor at Newport University in Japan and Director of Japan Optima Learning Research Group (JORG). Ms. Mori has an MA in Education from Newport University and has also studied at San Francisco State University, Iowa State University, and Georgetown University. She is the author of *Awakening Your Genius Through English Conversation*. Ms. Mori is an international lecturer and conducts Optima Learning workshops for teachers and learners throughout Japan.

**Em-orn Na-takuatoong** has been teaching in Palianpadungsit school in Trang, Thailand, for seven years and is currently the head of their English Department. She received her B.A. degree from Phuket Teachers' College seven years ago, and she received a diploma in TEFL from Srinakarinwirote Prasarnit University in 1989. Em-orn has conducted in-service teacher training in Trang.

**Sopa On-O-Pas** has been working for the past four years as an ESL teacher at the Consortium, an education and resettlement program for Southeast Asian refugees. Her experiences working with refugees of different ethnic backgrounds has inspired her to enter a Master's program in Social Work Administration at Thammasat University in Bangkok. She has also taught English and basic Japanese to nursery school-aged Japanese children. Ms. Pas has a BA in Linguistics, with a minor in Japanese from Thammasat University.

**Naohisa Shibata** received an MA in TEFL from Fukushima University in 1989. He has been teaching for 13 years at various schools, including an agricultural high school. He is currently a teacher at Fukushima Prefectural Asaka Girls' High School.

**Masahide Shibusawa** is Director of the MRA Foundation, which, besides sponsoring the Language Institute of Japan, is engaged in intellectual exchange activities primarily with Southeast Asian countries. After graduating from Tokyo University, he participated in various programs at Stanford University, Cornell University, and the Universitas Satya Wacana of Central Java. He was also Visiting Fellow at the Royal Institute of International Affairs, London (1982-84), and Fulbright Scholar in Residence at the University of Alaska (1985-86). He was a visiting professor at the University of Alaska (1989-1990). Some of his publications include: *Bridge over the Pacific*, *Southeast Asia Gazing at Japan*, *Manusia Dalam Kemulut Sejarah [People at the Time of Crisis]*, *Is Japan a Part of Asia?*, *Japan and the Asian Pacific Region*, and, most recently, *Pacific Asia in the 1990s*.

**Lydia Stack** is the ESL Department Head at Newcomer High School in San Francisco, California. Newcomer High School offers a one year transitional program for immigrants and refugees prior to matriculation into mainstream high schools. She is involved in curriculum writing and in teacher training, and has been a consultant and presenter in various countries. She has been TESOL President since March, 1991.

**Ian Thomas** is a British Council Advisor in Teacher Development attached to the Project for the Improvement of Secondary English Teaching (PISET) of the Ministry of Education of Thailand. The project's principle tasks are the setting up of a nationwide network of in-service training centers for secondary school English teachers, and the development of a new national English syllabus for the state secondary sector. In the past he has worked as a teacher and teacher trainer in a number of countries for the British Council, New Zealand External Aid Division and British Voluntary Service Overseas (VSO). His main current interests are: in-service teacher training, vocabulary teaching, teaching English in secondary schools and the teaching of spoken English.

**Richard Via** tried to be a rural sociologist, but his heart was in the theatre. When he arrived in New York he became a waiter, babysitter, research tabulator, cook, house cleaner, painter and paper hanger before he was associated with *The Sound of Music*, *Miracle Worker*, *Hello Dolly*, *The King and I*, and other Broadway productions. During a Fulbright Lecture Grant in Japan, he realized that drama had a great deal to offer the language learner and teacher. He is the author of the first book on the subject, *English in Three Acts*, as well as numerous chapters and articles relating to drama for language teaching and learning.



# LIOJ FACULTY BIOGRAPHIES

## ADMINISTRATORS

**Don Maybin** is the Director of LIOJ. Don received an MA in Applied Linguistics from the University of Essex (U.K.) in 1987, and a Royal Society of Arts (RSA) Certificate in TEFL in 1984. He has been teaching for fifteen years, ten of them in Japan at a variety of institutions, including junior colleges, state high schools, Mitsui Engineering and Shipbuilding Company, and most recently at Kagawa University. Don was Academic Supervisor at LIOJ from 1986 to 1988. In addition, he conducts teacher training workshops for the Japan Association of Language Teachers (JALT) and does consulting work for Longman Publishers. His hobbies include cooking (and eating) spicy dishes, and going to movies.

**Maureen Pilon** is the Assistant Director of LIOJ. She has taught in LIOJ's Business, Community and Team Teaching Programs and held the position of Business Program Supervisor prior to becoming the Assistant Director. Maureen is a native of the Washington, DC area and graduated from The Pennsylvania State University with a BS (Bachelor of Science) degree in Community Development. She has a generalist's background, working for an innovative public education program in Richmond, Virginia, a police department in Alexandria, Virginia, The Washington Post newspaper, and in the personnel department of a large financial group in Seattle, Washington. Her interests and inclinations include people, politics, social issues, jogging, working at LIOJ, and having fun.

**James Kahny** is the LIOJ Community Program Supervisor. Jim has a BA in Political Science and German from Western Washington University. He worked as a construction supervisor building schools in Benin, West Africa from 1983 to 1985. Jim taught English for two years in Sendai and Ishinomaki, Miyagi, and for one year in Seoul, Korea. His interests include reading, sports, and travel.

**Adam Young** is the LIOJ Business Communication Program Supervisor. He has a BA in Asian Studies and History with a concentration in Chinese and Japanese history and culture from Cornell University. Adam taught English in Tokyo and Chiba for over three years before going to graduate school. He is currently a candidate for the Master of Arts in Teaching from SIT. Adam is interested in Japanese language, portrait drawing, tennis, and cross-country skiing.

## INSTRUCTORS

(Listed in alphabetical order.)

**Amy Absher** has a BA in English from Arizona State University and is completing her MAT from the School for International Training in Brattleboro, Vermont. She participated in the Mombusho English Fellows/Japan Exchange and Teaching Program from 1986 to 1988. In 1989, she taught survival English to immigrant and refugee students in Lawrence, Massachusetts and also taught in an intensive English program in Tarrytown, New York. She is interested in Japanese popular culture.

**Tandy Bailey** received an MA in Teaching English as a Second Language from the University of Arizona in 1991. She taught ESL in Spain from 1985 to 1987, and when she returned to the States, taught high school for one year in Florida. When she was growing up she lived in many places because her father was in the military. She thinks that this accounts for her love of traveling. She enjoys reading, talking politics, watching Bogart and Hitchcock movies, and camping.

**Lynn Bergschneider** was born and raised in Chicago, Illinois. She received a BS in Business Administration (Marketing) from the University of Illinois at Urbana/Champaign. She then worked as an international marketing specialist for a Chicago area manufacturer. She is currently a candidate for the MAT (TESOL) from the School for International Training in Brattleboro, Vermont. Her teaching experience includes working with immigrants in the Chicago area and university students in Ecuador. Lynn's interests

include bicycling, hiking, travel, languages, chocolate, cooking, and (more importantly) eating.

**Chris Bowen** is a native of Milwaukee, Wisconsin. He received a BS degree in mechanical engineering from the University of Wisconsin in 1984. After working in Seattle, Washington for The Boeing Company, he returned to the University of Wisconsin to attend graduate school. He received his MBA in Finance in 1988. Prior to his arrival at LIOJ, he was employed by Shearson Lehman Brothers as a securities analyst. Chris enjoys collecting Japanese swords, sports, trout fishing, and photography.

**Marc Brand** has a BA in History and Education from York College of the City University of New York and an MS in Continuing and Vocational Education from the University of Wisconsin-Madison. For the past 19 years Marc has taught ESL and other subjects to children and adults in Micronesia, Australia, Iran, Saudi Arabia and the US. He has also worked in business, social work and other areas. Some of his interests are traveling, sports, acting and eating.

**R. Ken Fujioka** received a BS in Petroleum Engineering from Marietta College in Ohio. He worked as a petroleum engineer for Amoco Production Company in West Texas for two years. After moving to Fort Worth, Ken studied at a Baptist seminary where he received a master's degree in theology. After several years in Texas, Ken went to California and attended California State University, Fresno. While studying for his MA in linguistics, he taught ESL at the American English Institute. Ken received his MA in 1990. He likes to play all sports, especially basketball and tennis, and enjoys traveling in his spare time.

**Paul Jaquith** has a BA in English Literature from Montana State University. He came to Japan in 1988 and taught for two years in Akita Prefecture with the Japan Exchange and Teaching Program. He enjoys all outdoor sports, kendo, aikido, fishing, reading and writing.

**Scott Jarrett** received an MA in English (TESL) from Emporia State University in Kansas and taught English to

international students while studying there. He has also lived in Norway, and has worked as a coal miner, social worker, and special education teacher. He is interested in Japanese culture, bicycling, and gardening.

**Martin Kimmel** completed his studies at the University of Vienna with Master's degrees in English and Physical Education after studying in Indiana. He has worked as a ski-instructor in the US. and Austria. Martin is presently on sabbatical from the Austro-American Institute where he is in charge of the TOEFL program. He has taught English in high schools in Canada and Austria, and has been a lecturer at the University of Vienna. He is involved in teacher-training and is a member of the Austrian Ministry of Education's Foreign Language Commission.

**Rosalie Kolesar** is a native of Pennsylvania. She received a BS degree in French and Business, with a Technical Writing Minor, and an MA in TESOL from The Pennsylvania State University. Her interests include travel, learning about other cultures, dancing, going to movies, and shopping.

**Soo Kiak Loy** is from Singapore and received an MA in Linguistics for English Language Teaching from Lancaster University (UK) in 1990, and a Royal Society of Arts (RSA) Diploma in TESL in 1987. She taught English Language for six-and-a-half years in Singapore, where she received her BA (Linguistics and Geography) and a Graduate Diploma in Education. Her interests include travel, language, cooking and reading.

**Mary Ann Maynard** was born in Iowa. She attended Cornell College in Mt. Vernon, Iowa, and got her bachelor's degree in English and philosophy. She worked as a librarian until 1985 when she came to Japan to work for the Yahaba-cho Board of Education in Iwate. Then, Mary Ann went to Sendai to work at New Day School. After finishing at New Day, she was hired as International Student Advisor/ESL Instructor at the Savannah College of Art and Design in Savannah, Georgia. Her interests include astronomy, cooking and camping.

**Denise Olivieri** was born and reared in Philadelphia, Pennsylvania, and received a BA degree in East Asian Studies from the University of Pennsylvania. She first came to Japan in 1986 for a year as a Mombusho English Fellow. She then stayed on for another two years in the Japan Exchange and Teaching Program. Before coming to Japan, she taught ESL to Southeast Asian refugees at a social service agency in Philadelphia. Her interests include Japanese traditional arts, scuba diving, and underwater photography.

**Aldona Shumway** is an MAT candidate in French and ESL from the School for International Training in Brattleboro, Vermont. She has a BA in French from the University of Massachusetts/Amherst and completed coursework at the Massachusetts College of Art. Aldona speaks French, German, Lithuanian and some Italian. She is currently preparing herself mentally for the arduous task of learning Japanese.

**Susan Singer** received a BA in French from Boston College in 1987. She then travelled and worked for a year and a half. In 1989, she began the EdM program at Boston University, which she completed in February of 1990. Her interests include, but are not limited to, language, travel, sports (especially volleyball), music, and photography.

**Laurie Tellis** has a BA from the State University of New York at Binghamton, where she majored in English and linguistics, and was elected to Phi Beta Kappa. While in college, she taught ESL to a variety of students through local organizations. In 1989, she completed the International House Preparatory Course in TEFL. Her interests include writing, reading, and community theater.

**Lee Tyrrell** is from Australia and has a Bachelor of Primary Education from Victoria College, Burwood, and a Graduate Diploma in Teaching English as a Second Language, from Victoria College in Toorak. She taught in the Primary Division in Victoria, Australia for twelve years. Before coming to LIOJ, she was the ESL coordinator at Monash Primary School. Her interests include bicycling, tap dancing, travel, and the Richard III Society.

## LIOJ ADMINISTRATIVE STAFF

**Emi Nishio** handles work related to the residential Business Communication Program. She is also responsible for administrative tasks related to the Summer Workshop and also assists the General Manager in overseeing all LIOJ programs and business.

**Kaoru Komiyama** is responsible for general accounting. She also supervises inner-office business, and is responsible for administrative tasks related to the Summer Workshop.

**Michiko Kobayashi** is responsible for the Odawara Community Program, program-related matters, and inner office business. After high school, Michiko studied for one year at a college in Georgia.

**Fumiko Iwabuchi** works with the Business Communication Program, especially communicating with client companies, provides assistance to Cross Currents, and handles internal office matters.

**Kasumi Shuto** is the newest member of the office staff and is training to assume various responsibilities. Kasumi studied for six months at Seattle Central Community College in Seattle, Washington.

*The LIOJ Office Staff speak excellent English.*

*Participants are expected to speak with them only in English.*

## LIOJ HISTORY

LIOJ is a private organization supported by the MRA House of Japan, a non-profit educational foundation. It was begun 20 years ago by Masahide Shibusawa and Toneko Hirai (formerly Kimura), with Rowland Harker as the first director.

LIOJ began as, and in some ways remains, an experimental school specializing in preparing Japanese to work and/or study abroad. Programs are offered in an "English Only" atmosphere, simulating a foreign culture and environment. Emphasis is placed on interaction more than analysis, thus student-teacher meetings are frequent and meaningful, and learning is contextualized through residential activities. Creative teaching is encouraged with a curriculum that consists more of ideas than materials or methods. Teachers are also encouraged to pursue their interest in learning about Japan, and to grow personally, as well as professionally, from their experience at LIOJ.

While maintaining those basic principles, 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 program for university students. Two years later, community courses for residents of Odawara were added. In 1972, we opened our intensive courses in Business English. That same year marked the appearance of our journal, *Cross Currents*, which now has readers in more than 25 countries. LIOJ was also the site of the first annual TEFL Conference in Japan in 1975, which was the origin of the Japanese Association of Language Teachers (JALT).

Over 2,700 English teachers have now attended LIOJ's Summer Workshop, 5,000 business people have completed the residential Business Communication Program, nearly 20,000 local residents have participated in the Community Program, and over 130 teachers and students from Thailand, Korea, Hong Kong, and China have participated in LIOJ's programs. Since 1988, LIOJ has been involved in the International Understanding Program at junior high schools in Odawara.

LIOJ's pledge is to continue to provide the highest quality language and communication training, and continue to strengthen, and also to expand, ties with neighbors and friends in Asia and around the world.

# ASIA CENTER BUILDING LOCATION

L10J  
Director's  
House

NEW HOUSE

ASIA CENTER  
Hakone Wing

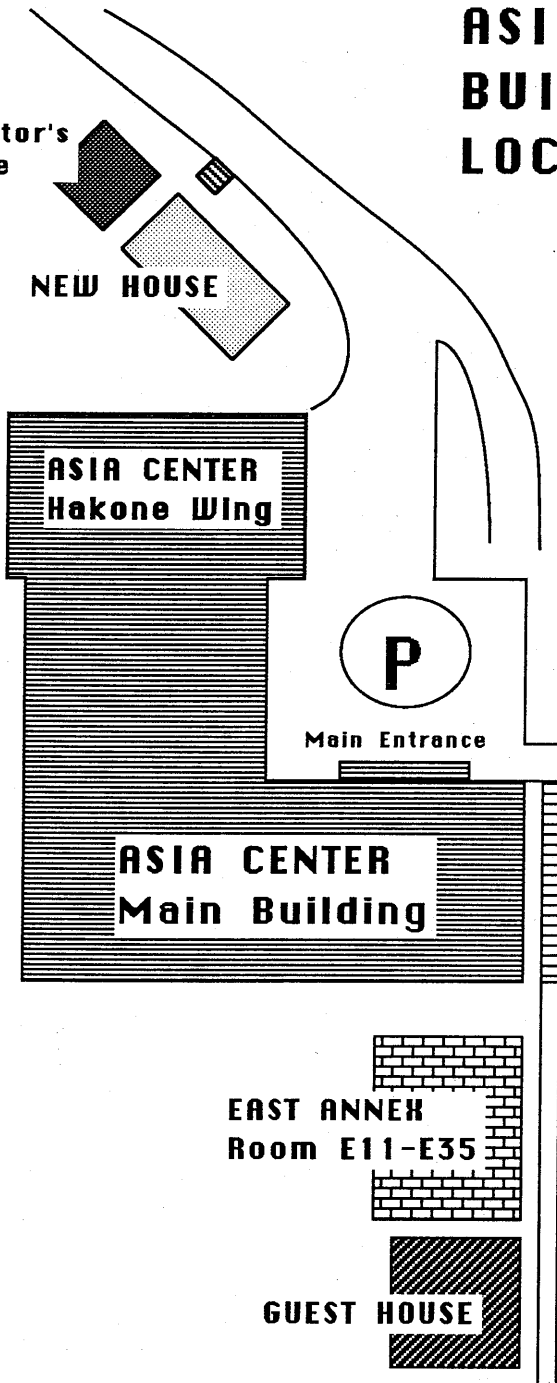
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Main Entrance

ASIA CENTER  
Main Building

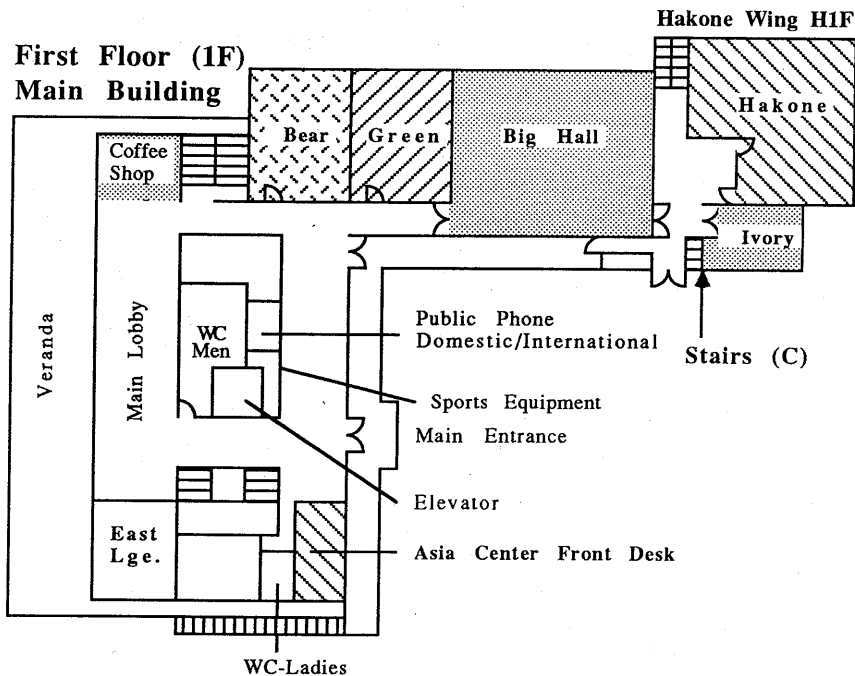
EAST ANNEX  
Room E11-E35

GUEST HOUSE

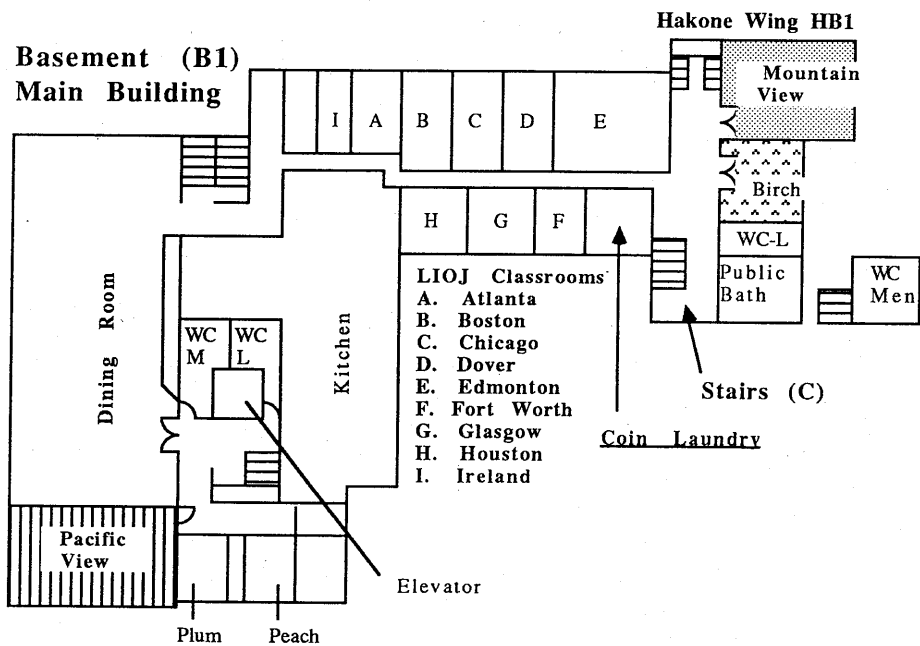


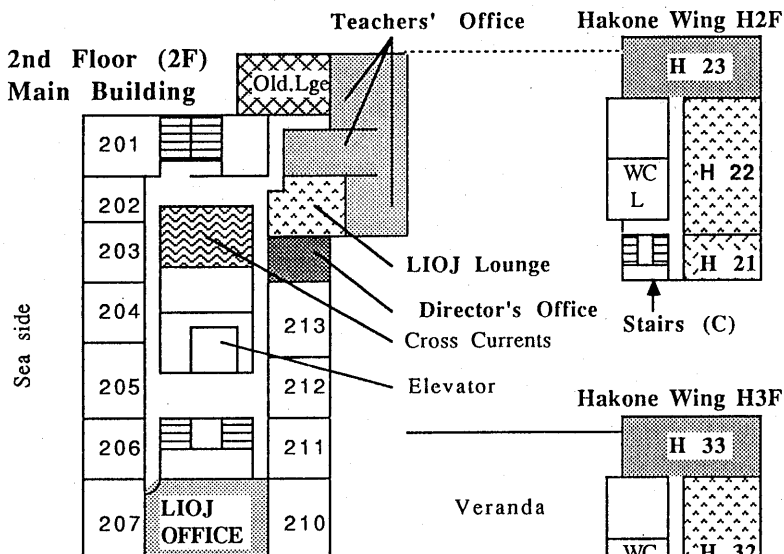


# **First Floor (1F)** **Main Building**



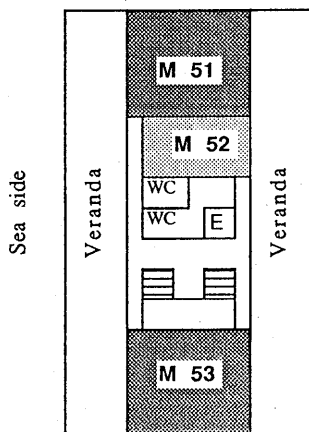
# **Basement (B1)** **Main Building**



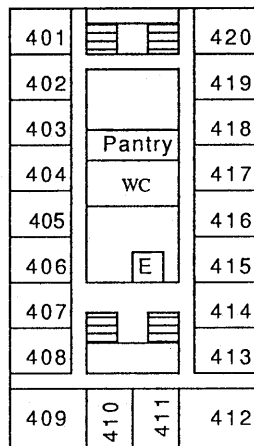


Please use the Stairs (C) to go to Hakone Wing Conference rooms: H21, H22, H23 and H31, H32, H33

**5th Floor (5F) Main Building**



**4th Floor (4F) Main Building**





# CROSS CURRENTS

AN INTERNATIONAL JOURNAL OF  
LANGUAGE TEACHING AND CROSS-CULTURAL COMMUNICATION

Paul Jaquith, Editor

*Cross Currents*, a semi-annual publication of the Language Institute of Japan (LIJ), provides a forum for the interdisciplinary exchange of ideas within the areas of cross-cultural communication and language teaching. *Cross Currents* is particularly interested in the theoretical and practical aspects of ESL/EFL instruction, cross-cultural education, and English as an international language.

## A CALL FOR PAPERS

Starting in December, every issue of *Cross Currents* will contain a special section devoted to team teaching in its broadest sense, including ideas for activities outside the formal classroom and essays about interesting cultural experiences. The section will contain at least one article every issue by teachers currently team teaching in Japan. Those interested in submitting articles should contact the editor for specific information about format, content and style.

