

24th Annual
International Summer Workshop
for
Teachers of English

August 9-15, 1992

LIOJ
LANGUAGE INSTITUTE OF JAPAN

Asia Center
Odawara, Kanagawa

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HOW TO USE THIS PROGRAM

DAILY SCHEDULE

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

7:50 - 8:30	Breakfast
8:30 - 12:15	Regular Language & Special Focus Classes
12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations
3:00 - 4:00	Open
4:00 - 5:45	Presentations by International Scholars and LIOJ Faculty
5:45 - 7:00	Dinner
7:00 - 8:45	Presentations by International Scholars and LIOJ Faculty
8:45	Open

LIVING AT ASIA CENTER

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

MAGIC SHOW!

"Magic Mike" Kleindl will be performing two magic shows (Thursday afternoon at 3:00 and Friday evening at 9:00). Participants can sign up for the Magic Shows 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.*

REGULAR LANGUAGE & SPECIAL FOCUS CLASSES

All participants have been assigned to language and special focus 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 Sunday evening from 7:00 to 7:30. For more information, see pages 22-25.

SIGN-UP PROCEDURE

Sign-up for Sunday afternoon and Monday 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 and afternoon breaks 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, so your chances of seeing both the presenter and the presentation you want to see are quite high. **Please attend only the presentations you sign up for.**

WEDNESDAY AFTERNOON SPECIAL ACTIVITIES

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

DAILY SCHEDULE

SUNDAY, AUGUST 9th

- 11:00 Workshop Orientation (Big Hall - 1F)
Maureen Pilon
Assistant Director of LIOJ
- 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, PhD
Founder of the LIOJ Workshop
Masahide Shibusawa
Executive Director, MRA Foundation
Keisuke Nakayama
Managing Director, MRA Foundation
Don Maybin
Director of LIOJ
- 2:15 - 3:15 Plenary Address (Big Hall -- 1F)
John F. Fanselow, PhD
Teachers College, Columbia University
From Unconscious to Conscious
- 3:15 - 4:00 Open
- 4:00 - 5:45 Featured Presentations
- 5:45 - 7:00 Dinner (Asia Center cafeteria, B1)
- 7:00 - 7:30 Orientation for Regular Language & Special Focus Classes
- 7:45 - 9:00 Welcome Party (Hakone Room -- H1F)

MONDAY, AUGUST 10th

8:30 - 12:15	Regular Language and Special Focus Classes
12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations
3:00 - 4:00	Open
4:00 - 5:45	Presentations by International Scholars and LIOJ Faculty
5:45 - 7:00	Dinner
7:00	Publishers' Display (Big Hall)

Notes:

TUESDAY, AUGUST 11th

8:30 - 12:15	Regular Language and Special Focus Classes
12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations
3:00 - 4:00	Open
4:00 - 5:45	Presentations by International Scholars and LIOJ Faculty
5:45 - 7:00	Dinner
7:00 - 8:45	Presentations by International Scholars and LIOJ Faculty

Notes:

WEDNESDAY, AUGUST 12th

8:30 - 10:15	Regular Language and Special Focus Classes
10:30-12:00	Featured Presentations
12:00 - 1:00	Lunch
1:00 - 3:30	Wednesday Afternoon Special Activity
3:30 - 4:00	Open
4:00 - 5:45	Presentations by International Scholars and LIOJ Faculty
5:45 - 7:00	Dinner
7:00 - 8:45	Presentations by International Scholars and LIOJ Faculty

Notes:

THURSDAY, AUGUST 13th

8:30 - 12:15	Regular Language and Special Focus Classes
12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations
3:00 - 4:00	Break
3:10-4:00	Magic Show! <i>Attendance by sign-up only.</i>
4:00 - 5:45	Presentations by International Scholars and LIOJ Faculty
5:45 - 7:00	Dinner
7:00 - 8:45	Presentations by International Scholars and LIOJ Faculty

Notes:

FRIDAY, AUGUST 14th

8:30 - 12:15 Regular Language and Special Focus Classes

12:00 - 1:30 Lunch

1:30 - 3:00 Featured Presentations

3:00 - 4:00 Open

4:00 - 5:45 Presentations by International Scholars
and LIOJ Faculty

5:45 - 6:45 Dinner

6:45 - 7:30 Closing Address (Big Hall)

MINORU WADA
Meikai University

*Important Issues Related to Teaching English
in the Japanese School System*

7:30 - 8:15 Closing Ceremony (Big Hall)

8:30 Farewell Party (Hakone Room)

9:00 Magic Show! (M51)
Attendance by sign-up only.

Notes:

SATURDAY, AUGUST 15th

8:45 - 10:00 Checkout

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

Notes:

DAILY PRESENTATION SCHEDULE

SUNDAY PRESENTATIONS

(abbreviated titles)

2:15-3:15

Fanselow	From Unconscious to Conscious	Big Hall
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4:00-5:30

Cates	Development & Environmental Education	H23
Granger	Blackboard Drawing	Hakone
Griffee	Strictly Speaking	Pac View
Matsuka	English Fluency Practice	H33
Stempleski	21 Ways to Use Video	Mt View

MONDAY PRESENTATIONS

1:30-3:00

Cates	Global Education	H23
Granger	Motivating Adolescent Learners	Hakone
Griffee	Short Songs	Pac View
Kimizuka	Proficiency-Based Language Learning	Green
Matsuka	Learning with Phonics	H33
Stempleski	Using Pre-Recorded Video	Mt View

4:00-5:45

Bailey & Tsuchiya	Team Teaching-Before, During & After	H33
Bose	Presentations in a Nutshell	Birch
Brand	Read It While It's Hot!	Ivory
Evans	Maori Language & Culture	Bear
Fujioka & Tellis	Experiments in English	H23

Kim, E K	Introducing Cultural Context in Class	M53
King	Vocabulary Reinforcement Workshop	H32
Olivieri	<i>Rainbow War</i>	Pac View
Phon-Eg-Phan	Reading? Oh, No!!	Green
Seffar	The Language of Change	Mt View
Young	CLL & Silent Way	H22

TUESDAY PRESENTATIONS

1:30-3:00

Cates	Peace & Human Rights Education	H23
Granger	7 Problem Areas of Grammar	Hakone
Griffiee	Strictly Speaking	Pac View
Matsuka	Performance Goals for Learners	H33
Stempleski	Using Video to Stimulate Cultural Awareness	Mt View

4:00-5:00

Shibusawa, M	The Asian Pacific Region in the 1990's	H32
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4:00-5:45

Bailey	Activities for Jr & Sr High	H33
Bose	<i>Haiku</i> in English	Birch
Brand	Adults & Children: Same or Different?	Ivory
Chayanuvat	Mime	M53
Desembrana	Graffiti	H22
Fujioka	Experiences of a Japanese-American	H23
Seffar	<i>Even the Monkey Can Fall From the Tree!</i>	Mt View
Tellis	Men, Women, Ladies & English	Hakone

7:00-8:45

Evans	<i>Aotearoa</i> : Land of the Long White Cloud	Bear
Keuanoon	Teaching Expository Writing	M53
Kim, H-S	English vs Korean: Mother Tongue in Class	Green
Olivieri	Changing Roles: Women & Men	Pac View

Maybin	A Plan for All Tongues?	M51
Prommanuwat	Communicative/Interactive Techniques	Ivory
Shumway	Project! Using Slides in the Classroom	Mt View
Young	BARNGA: An Intercultural Simulation	Birch

WEDNESDAY PRESENTATIONS

1:30-3:00

Cates	Development & Environmental Education	H23
Granger	Blackboard Drawing	Hakone
Griffee	Strictly Speaking	Pac View
Matsuka	English Fluency Practice	H33
Stempleski	21 Ways to Use Video	Mt View

4:00-5:00

Shibusawa, F	Experiences of a Japanese Wife & Mother	H32
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4:00-5:45

Bailey	The History of English	H33
Brand	Mapping It Out!	Ivory
Evans	Positive Reinforcement	Bear
Chiba	Transcript & Shadowing in the LL	Mt View
Fujioka	Stereotypes	H23
Keuanoon	Teaching Expository Writing	M53
Seffar	Morocco: Land of the Setting Sun	Pac View
Tatsuno	Team Teaching	Green
Uetsuki	Communicative <i>Eisakubun</i> Teaching	Hakone
Young	Error Correction Techniques	H22

7:00-8:00

Shibusawa, M	Japan's Role in the World	H32
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7:00-8:45

Bose	The Ancient Art of Discussion	Birch
Desembrana	Graffiti	H22
Kim, E K	Introducing Cultural Context in Class	M53
Olivieri	<i>Rainbow War</i>	Mt View
Phalavadhana	Focus on Fluency	Pac View
Tellis	Communication Games	Hakone

THURSDAY PRESENTATIONS**1:30-3:00**

Cates	Global Education	H23
Granger	Motivating Adolescent Learners	Hakone
Griffiee	Short Songs	Pac View
Matsuka	Learning with Phonics	H33
Stempleski	Using Pre-Recorded Video	Mt View
Wada	Jr High Team Teaching	M53

4:00-5:45

Bailey	Activities for Jr & Sr High School	H33
Bose	Presentations in a Nutshell	Birch
Brand	Read It While It's Hot!	Ivory
Kleindl	Magic Lessons	M51
Phalavadhana	Focus on Fluency	Pac View
Seffar	The Language of Change	Mt View
Tatsuno	Team Teaching	Green
Young	CLL & the Silent Way	H22

7:00-8:45

Evans	<i>Aotearoa: The Land of the Long White Cloud</i>	Bear
Chayanuvat	Mime	M53
Chiba	Transcript & Shadowing in the LL	Mt View
Fujioka & Tellis	Experiments in English	H23

Maybin	Developing Aural & Oral Skills	M51
Olivieri	Humor in English	Pac View
Phon-Eg-Phan	Reading? Oh, No!!	Green
Prommanuwat	Communicative/Interactive Techniques	Ivory
Uetsuki	Communicative <i>Eisakubun</i> Teaching	Hakone

FRIDAY PRESENTATIONS

1:30-3:00

Cates	Peace & Human Rights Education	H23
Granger	7 Problem Areas of Grammar	Hakone
Griffee	Songs That Tell Stories	Pac View
Kimizuka	Proficiency-Based Language Learning	Green
Matsuka	Performance Goals for Learners	H33
Stempleski	Using Video to Stimulate Cultural Awareness	Mt View
Wada	Sr High Team Teaching	M53

4:00-5:45

Bailey	The History of English	H33
Bose	<i>Haiku</i> in English	Birch
Brand	Mapping It Out!	Ivory
Evans	Positive Reinforcement	Bear
Fujioka	Stereotypes	H23
Kim, H-S	English vs Korean: Mother Tongue in Class	Green
Kleindl	Magic Lessons	M51
Olivieri	Changing Roles: Women & Men	Pac View
Seffar	<i>Even the Monkey Can Fall From the Tree!</i>	Mt View
Tellis	Men, Women, Ladies & English	H32
Young	Error Correction Techniques	H22

6:45-7:30

Wada	Important Teaching Issues	Big Hall
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FEATURED SPEAKERS

Kip A. Cates

Tottori University

John F. Fanselow, PhD

Teachers College, Columbia University

Plenary Address

Colin Granger

Teacher, trainer, theatre co-director,

ELT materials writer and author

Dale T. Griffiee

Seigakuin University

Sumako Kimizuka, PhD

University of Southern California

Founder of the LIOJ Summer Workshop

Yoko Matsuka

Tamagawa University

Matsuka Phonics Institute

Masahide Shibusawa

MRA Foundation of Japan

Founder of LIOJ

Susan Stempleski

Teachers College, Columbia University

Minoru Wada

Meikai University

Closing Address

INTERNATIONAL SCHOLARS

Anchalee Chayanuvat

Chulalongkorn University
Bangkok, Thailand

Koichiro Chiba

Kozukata Senior High School
Iwate Prefecture, Japan

Clavel O. Desembrana

International Catholic Migration Commission
Manila, The Philippines

Supamas Keuanon

The University of the Thai Chamber of Commerce
Bangkok, Thailand

Eun Kyung Kim

Keum Nan Girls' Senior High School
Seoul, Korea

Hak-Sun Kim

Ewha Womans University
Seoul, Korea

Chuanpit Phalavadhana

Srinakharinwirot University
Bangkok, Thailand

Warunee Prommanuwat

The Consortium
Chonburi, Thailand

Unchalee Sermsonswad

Chiang Mai University
Chiang Mai, Thailand

Shin Tatsuno
Hanazono High School
Osaka Prefecture, Japan

Chisa Uetsuki
Kyoto Tachibana Women's University
Kyoto, Japan

Wongdouen Phon-Eg-Phan
Chonkanyanukoon School
Thailand TESOL
Chonburi, Thailand

SPECIAL GUESTS

Shozo Hirabayashi
Fukasawa High School
Kanagawa Prefecture, Japan

Elizabeth King
International Christian University
Former LIOJ Teacher Trainer

Michael Kleindl
International Christian University
Former LIOJ Community Program Supervisor

Keisuke Nakayama
MRA Foundation of Japan

Fusako Shibusawa
MRA Foundation of Japan

Shinobu Tsuchiya
Johoku Junior High School
Kanagawa Prefecture, Japan

The Magic Show!

Mike Kleindl'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, then disappear again into thin air — and reappear in surprising places! Mike's Magic Show is something you won't want to miss!

The Magic Show will be performed twice: Thursday afternoon at 3:10 and Friday evening at 9:00. You may attend The Magic Show on a sign-up basis, just like presentations. The audience size will be limited so everyone attending can have a good seat (but watch carefully — your eyes can play tricks on you!). The Magic Show is about one hour long and is in M51.

Note: Mike will be giving two sessions on "Magic Lessons" for those who wish to learn a bit of magic to take back to their schools.

Magic Lessons: Thursday and Friday at 4:00 in M51.

MORNING CLASS INFORMATION

8:30 a.m. to 12:15 noon

Except Wednesday, 8:30 am to 10:15 am

The LIOJ Summer Workshop will again offer two types of morning classes. The regular language classes cover a wide variety of English language skill areas and ESL techniques. The special focus classes emphasize certain subjects or functional areas. Classes have been filled on a first-to-register basis, and every effort has been made to enroll participants in the class of their choice.

Both kinds of classes will be discussed during the Workshop Orientation on Sunday (11:00 am). The class schedule is printed below.

MORNING CLASSES DAILY SCHEDULE

SUNDAY

Workshop Orientation 11:00 am
General class information will be discussed.

Regular Language &
Special Focus Class Orientation 7:00-7:30 pm
(In your classroom.)

MONDAY, TUESDAY, THURSDAY & FRIDAY

Regular Language Classes 8:30 am-12:00 noon
Special Focus Classes 8:45 am-12:15 pm

WEDNESDAY

All classes meet 8:30-10:15 am

REGULAR LANGUAGE CLASSES

ABSTRACTS

A Mary Ann Maynard Pacific View

In this class students will participate in many kinds of activities derived from different approaches to language teaching and learning. Students will utilize various forms of media as a basis for discussion of topics and will practice a wide range of language functions. Students will also have a chance to discuss activities and correction techniques. Although some of the activities may be transferable to large classes, many of them may not be.

B Lee Tyrrell Birch

This class will incorporate aspects of the four English language skill areas. However, the primary focus will be on speaking and listening. Participants will be involved in a range of activities and will use a variety of media, including newspapers and video.

C Lynn Bergschneider Green

The primary focus of the class will be on speaking and listening skills. We will use a variety of materials such as songs, video, poetry and other readings as a basis for our activities and discussion. The topics or themes to be covered will be decided on by the students but may include global and social issues, environmental concerns, etc. This is designed primarily as a language class and most activities are for small classes. If participants choose, we can devote some time each day to sharing ideas or discussion of how materials and/or activities could be adapted for their own classes.

D Berta Faber
 Bear

In this language class we will discuss various topics, utilizing songs, movie scenes, etc. Students will participate in many fun and exciting warm-up activities. A portion of each class will be devoted to considering how activities can be adapted to different classroom situations.

E Aldona Shumway
 Mt View

This class will focus on language and culture while considering education. Topics will be decided upon as a class and may include classroom activities, difficulties we face as teachers, and sharing ideas and personal experiences. Media of instruction will include music videos, travel slides and songs.

SPECIAL FOCUS CLASSES

ABSTRACTS

ENGLISH GAMES AND GROUP ACTIVITIES

Carolyn Quarterman

H33

Class members will participate in games and group activities focusing on vocabulary, expressions, and communication strategies needed in situations, such as exchanging personal information, giving directions, shopping, and asking for help or advice. At the end of the week, participants will work together to develop a game or activity of their own.

LESSON IDEAS & TEAM TEACHING

Jim Kahny

H23

This practical class is designed for new secondary school teachers and teachers new to team teaching. During the week, we will discuss various techniques and language activities which can be used to make English lessons more communicative and interactive. Participants are asked to bring the textbooks they are teaching with so we can develop specific ideas for the text units. We will look at published materials, materials developed by LIOJ, and discuss lesson ideas. We will also explore, through articles, video and discussion, a range of issues on team teaching in Japanese schools, including various approaches, roles of teachers and students in class, and considerations for outside the classroom.

LEARN ABOUT LANGUAGE LEARNING BY LEARNING A NEW LANGUAGE!

Kyra Voss

M53

Students will experience language teaching techniques and learning styles by studying Russian. This course will be two-fold: approximately 2/3 of the time will be spent learning basic survival Russian in a class that will incorporate many of the best LIOJ Community Program activities. After each lesson, we will analyze and discuss how the activities can be adapted to a variety of classroom situations, what worked and didn't work, and design new activities. Participants will also use their own experiences in this class to focus on different learner needs and styles.

LITERATURE FOR LANGUAGE

Elizabeth King

H32

This is not a literature class, but a relaxed and active discussion class based on a variety of literary texts: poetry, short stories and excerpts from novels. The goals of the class are to use literature to evoke personal experiences and increase speaking confidence.

METHODOLOGY CLASS: THAI LANGUAGE

Unchalee Sermsongswod, Don Maybin & Jim Sampson

M51

How can you bring fresh ideas to your language teaching approach? By becoming a student again! Participants will spend half the class time studying "Survival Thai", then analyze the lesson from the teacher's point of view. Working in groups, we will discuss sole use of the target language, immediate and long-term objectives, individual vs. group-based exercises, how to transfer activities to your classes or change "unsuccessful" activities so they succeed — and much, much more! (Sorry, but this class is for beginners of Thai only.)

PRESENTATION ABSTRACTS

Listed in alphabetical order by presenter.

ACTIVITIES FOR JUNIOR AND SENIOR HIGH SCHOOL

BAILEY, Tandy

Offered: Tuesday & Thursday 4:00 H33 Maximum: 40

This workshop presents a variety of activities that teachers can use to enrich their classes. Participants, in the role of students, will take part in games that make drilling more fun, and that aid vocabulary learning. Role-playing and activities for taking attendance will also be presented.

THE HISTORY OF ENGLISH

BAILEY, Tandy

Offered: Wednesday & Friday 4:00 H33 Maximum: 40

This presentation traces the origin of English and looks at the historical, political, intellectual, and linguistic forces that have shaped the language. The effects of foreign influences, the Norman Conquest, and the Great Vowel Shift will be discussed.

THE ANCIENT ART OF DISCUSSION

Discussion Workshop

BOSE, Raj Kumar

Offered: Wednesday 7:00 Birch Maximum: 30

In this workshop, polite and appropriate language necessary for discussing issues in English will be presented. Participants will practice the language while discussing current topics of interest.

HAIKU IN ENGLISH

BOSE, Raj Kumar

Offered: Tuesday & Friday 4:00 Birch Maximum: 30

In this workshop, the facilitator will use the Japanese art of *Haiku* to suggest a technique for creative writing at any level. Participants will work in groups to try their hand at writing *Haiku* in English.

PRESENTATIONS IN A NUTSHELL

BOSE, Raj Kumar

Offered: Monday & Thursday 4:00 Birch Maximum: 30

We often have ideas which we want to share with others. One of the most effective means of communicating ideas is by giving a presentation at a workshop, seminar, etc. The way we present our ideas is often as important as the idea itself. In this workshop, we will look at and practice ways to make presentations more effective.

ADULTS & CHILDREN: Same or Different?

Discussion Workshop

BRAND, Marc

Offered: Tuesday 4:00 Ivory Maximum: 30

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.

MAPPING IT OUT!

Using Maps in the ESL Classroom

BRAND, Marc

Offered: Wednesday & Friday 4:00 Ivory Maximum: 30

Through the use of maps, students of English (children and adults) can become more knowledgeable of geography (global, national and regional) while using various interactive map activities. The presenter and the participants will utilize map-based activities which can be effective in teaching English while increasing students awareness of the world we live

in. Participants will be encouraged to share their ideas on this theme and improve and create appropriate map-focused activities.

READ IT WHILE IT'S HOT!

Using Newspaper Headlines in the Classroom

BRAND, Marc

Offered: Monday & Thursday 4:00 Ivory Maximum: 30

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 needs and interests of the class. Recommended for current or future teachers of intermediate or advanced adults.

DEVELOPMENT & ENVIRONMENTAL EDUCATION

CATES, Kip A.

Offered: Sunday 4:00 H23 Maximum: 40
 Wednesday 10:30 H23 Maximum: 40

We constantly hear of problems concerning Third World development and the environment. At the same time, we are told of critical environmental problems facing our world — toxic waste, ozone depletion, rainforest destruction, acid rain, and global warming. What are the causes of world hunger and poverty? What action can be taken to protect the environment? How can language instructors teach for a pollution-free world of sustainable development for all?

This presentation will introduce language teachers to the fields of development education and environmental education. Descriptions will be given of innovative learning activities such as role plays, simulations and problem-solving tasks, with suggestions of how these can be adapted for language classes. Participants will also have a chance to examine teaching materials from both fields and to experience a variety of classroom activities which promote environmental awareness and understanding of development issues.

TEACHING FOR A BETTER WORLD: An Introduction to Global Education

CATES, Kip A.

Offered: Monday & Thursday 1:30 H23 Maximum: 40

As language teachers in the 1990s, we live in critical times. What is our responsibility as language teachers in a world of war, poverty and pollution? How can we prepare the youth of today to cope with the challenges of the 21st Century?

This presentation will address these questions and will introduce participants to the field of global education. Global education is a new approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens for the solution of global problems. The presentation will explain the definitions, rationale and objectives of global education, as well as global education approaches to teaching methodology and curriculum design. Participants will also have a chance to examine global education teaching materials and to experience classroom activities which promote global awareness.

PEACE & HUMAN RIGHTS EDUCATION

CATES, Kip A.

Offered: Tuesday & Friday 1:30 H23 Maximum: 40

Two of the most critical problems facing our world are the issues of peace and human rights. This presentation will introduce language teachers to the fields of peace education and human rights education. Participants will discuss ideas of how to teach about war and peace, prejudice and human rights, and about peace-making skills, such as creative conflict resolution and cooperative problem solving. They will also have a chance to examine teaching materials from these two fields and to experience activities, such as games, quizzes, and role plays which promote world peace and a respect for human rights.

MIME -- A FUN WAY TO LEARN VOCABULARY

CHAYANUVAT, Anchalee

Offered:	Tuesday	4:00	M53	Maximum: 30
	Thursday	7:00	M53	Maximum: 30

The presenter will demonstrate how a set of words is taught with a warm-up vocabulary exercise, followed by a mime competition. The presenter has used this miming technique in various language classes; it is an entertaining and effective learning activity. This is an ideal activity which allows students to take center-stage while downplaying the role of the teacher and is a comfortably manageable activity for large classes. Participants will take an active role in this workshop.

TRANSCRIPT & SHADOWING IN THE LANGUAGE LAB

CHIBA, Koichiro

Offered:	Wednesday	4:00	Mt View	Maximum: 50
	Thursday	7:00	Mt View	Maximum: 50

The presenter believes "transcript" (the learner transcribes all the words that are heard) and "shadowing" (the learner tries to repeat a dialogue as soon as the speaker speaks) are the best ways to acquire English. The presenter will demonstrate his technique that includes using CNN news programming, newspaper articles, and singing.

GRAFFITI: Purposeful Reading & Writing Opportunities in the ESL Classroom

DESEMBRANA, Clavel

Offered:	Tuesday	4:00	H22	Maximum: 30
	Thursday	7:00	H22	Maximum: 30

Given its language-based character, graffiti can be used as a rich instructional medium or technique that provides meaningful reading and writing opportunities for ESL students. It encourages purposeful self-expression in a non-threatening and interactive manner.

The presenter will provide a solid basis for the use of graffiti supported by second language learning assumptions. She will demonstrate different activities that highlight the practical significance of graffiti as an innovative teaching technique. Samples of student work and video footage of graffiti activities in the classroom will be shown.

AOTEAROA: Land of the Long White Cloud

EVANS, Julie

Offered: Tuesday & Thursday 7:00 Bear Maximum: 40

New Zealand has much more to offer than just sheep and rugby. It is a young country and yet has a rich history, a unique culture and a landscape of diverse beauty. From the bubbling mudpools to the snow-capped mountains, you will take a tour around the presenter's home country.

MAORI LANGUAGE AND CULTURE

EVANS, Julie

Offered: Monday 4:00 Bear Maximum: 40

The indigenous people of New Zealand are the Maori. This presentation will include a brief overview of the history of this unique people, and the audience will learn some Maori greetings and songs.

POSITIVE REINFORCEMENT IN THE CLASSROOM

EVANS, Julie

Offered: Wednesday & Friday 4:00 Bear Maximum: 40

"Fantastic!" "Well done!" "Nice try!" Everyone likes praise and it's important that it be emphasized within the classroom. Positive reinforcement can be put to work in a variety of ways to discourage behavioral problems and to set a positive atmosphere within the learning environment. Ways of using positive reinforcement will be discussed, along with an explanation of its relevance and importance in education.

FROM UNCONSCIOUS TO CONSCIOUS

FANSELOW, John

Plenary Address Sunday 2:15 Big Hall

The fact that we all unconsciously select parts of reality that reflect our values is not news these days. Although we can easily recognize how others select images and words to present a certain vision of reality to try to influence us, we sometimes forget how our own eyes and ears unconsciously select our visions of reality to reflect our beliefs. We are no different from the characters in *Rashomon*. By becoming conscious of the words we use to discuss visual images we see, and by playing with words we use on a daily basis to describe what we do, we can become more aware of the ways our personal view of reality limit and restrain us.

During this session, the range of visions of reality that you will be exposed to will be great. By starting the week with activities which remind us how we unconsciously limit our own visions of reality, we might be able to expand and absorb the visions that we are presented with during the Workshop.

EXPERIENCES OF A JAPANESE-AMERICAN LIVING OVERSEAS

FUJIOKA, R. Ken

Offered: Tuesday 4:00 H23 Maximum: 40

During his lifetime, Ken Fujioka has lived outside the US more years than he has lived there and he has traveled extensively throughout the world. In this presentation, he will focus on the challenges of being an American of Japanese descent in the international arena. He will share some of his experiences and discuss what he learned from the various situations he has faced.

STEREOTYPES — WHERE DO THEY COME FROM?

FUJIOKA, R. Ken

Offered: Wednesday & Friday 4:00 H23 Maximum: 40

What are stereotypes? Where do they come from? What are the dangers of identifying people with stereotypic labels? Participants will investigate stereotypes and discuss how they are formed and what affect they have on our perceptions and relationships with others.

EXPERIMENTS IN ENGLISH

FUJIOKA, R. Ken & TELLIS, Laurie

Offered: Monday 4:00 H23 Maximum: 40
Thursday 7:00 H23 Maximum: 40

How can an empty bottle inflate a balloon? Which item on your kitchen shelf can cause an explosion? In this workshop, participants will perform simple scientific experiments and discover how "practical science" can make English learning fun.

BLACKBOARD DRAWING AND THE ART OF DRAWING BADLY

GRANGER, Colin

Offered:	Sunday	4:00	Hakone	Maximum: 50
	Wednesday	10:30	Hakone	Maximum: 50

The ability to draw on the board is probably one of the most useful techniques any language teacher can have at his or her disposal. This workshop is for those who are perhaps afraid of drawing on the board in their lessons or are unconvinced about its usefulness. Don't worry if you think you can't draw — drawing badly can be a positive advantage!

MOTIVATING THE ADOLESCENT LEARNER

GRANGER, Colin

Offered:	Monday & Thursday	1:30	Hakone	Maximum: 50
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If you sometimes say or think — “My students just aren't motivated...” — then this workshop is for you! As well as providing a round-up of lead-in activities and presentational and practice techniques, you can use to spark off your students' interest and involvement in learning English, this workshop will examine the factors that need taking into account when looking for an approach that really works in the secondary school language teaching environment.

SEVEN PROBLEM AREAS OF ENGLISH GRAMMAR

GRANGER, Colin

Offered:	Tuesday & Friday	1:30	Hakone	Maximum: 50
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Just what makes certain areas of English grammar difficult? Are traditional problem areas, such as the present perfect and past, the passive, reported speech, prepositions, the real problems? Do we spend too much time on some things at the expense of others? This highly-practical “sharing of experiences” workshop will try to define and find solutions to the things about English grammar Japanese students often find difficult.

SHORT, SLOW SONGS AND LONG SONGS IN ACTION

GRIFFEE, Dale T.

Offered:	Monday & Thursday	1:30	Pac View	Maximum: 50
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Techniques and exercises will be presented that can be used in English language classrooms with any song, but which are especially aimed at

commercial pop songs. Included in the presentation is a discussion of song types, lesson plans, and criteria for selecting songs for class use. This presentation is aimed at short, slow songs and long songs.

SONGS THAT TELL STORIES AND SHORT, FAST SONGS IN ACTION

GRIFFEE, Dale T.

Offered:	Wednesday	10:30	Pac View	Maximum: 50
	Friday	1:30	Pac View	Maximum: 50

Exercises and techniques that can be used in English language classrooms with any song, but which are especially aimed at commercial pop songs. Included in the presentation is a discussion of song types, lesson plans, and criteria for selecting songs for class use. This presentation is aimed at short, fast songs and songs that tell stories.

STRICTLY SPEAKING — TEACHER-CREATED COMMUNICATIVE SPEAKING TASKS

GRIFFEE, Dale T.

Offered:	Sunday	4:00	Pac View	Maximum: 50
	Tuesday	1:30	Pac View	Maximum: 50

This presentation will give teachers a communicative speaking activities model with which to create their own activities or modify textbook exercises. In the workshop, the model will be explained, various speaking exercises will be demonstrated with participants acting as students. Participants will devise their own speaking activities or modify speaking activities from textbooks supplied by the presenter, and finally participants will teach or explain their chosen activity to the group.

TEACHING STUDENTS HOW TO WRITE AN EXPOSITORY PARAGRAPH

KEUANOON, Supamas

Offered:	Tuesday	7:00	M53	Maximum: 30
	Wednesday	4:00	M53	Maximum: 30

Writing a good paragraph utilizes the thinking process by presenting interesting ideas and arranging them in an orderly way. One kind of paragraph writing taught at The University of the Thai Chamber of Commerce is an expository paragraph, specifically, process analysis. Some significant points needed for good writing performance will be

demonstrated and exemplified to participants before actual writing is done by the participants.

INTRODUCING CULTURAL CONTEXT INTO THE FOREIGN LANGUAGE CLASSROOM

KIM, Eun Kyung

Offered:	Monday	4:00	M53	Maximum: 30
	Wednesday	7:00	M53	Maximum: 30

A new trend in Korea is encouraging English language teachers to develop their own ways of teaching English that may also include cultural information about the target country. As a way to demonstrate this new trend and some of the teaching methods and techniques that help to teach language and culture, contrastive cultural features between the United States and the Republic of Korea will be introduced to participants.

ENGLISH vs KOREAN AS A FOREIGN LANGUAGE: Mother Tongue in Class

KIM, Hak-Sun

Offered:	Tuesday	7:00	Green	Maximum: 40
	Friday	4:00	Green	Maximum: 40

Many professionals have claimed that the primary methodology of foreign language instruction should be to provide students with the opportunity to hear the spoken language and that the students' mother tongue should not be used in class under any circumstance. It seems quite obvious, however, that there are many factors to consider, such as size of class, amount of class time, and students' backgrounds. This presentation will discuss the results of a study of three independent student groups that focused on several factors which can affect language learning in formal school settings.

PROFICIENCY-BASED LANGUAGE INSTRUCTION WITH SPECIAL EMPHASIS UPON COMMUNICABILITY, ACCEPTABILITY, APPROPRIATENESS & ACCURACY

KIMIZUKA, Sumako

Offered:	Monday & Friday	1:30	Green	Maximum: 40
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The purpose of this presentation is to discuss the importance of psychological and socio-cultural aspects of second language acquisition with special reference to cross-cultural communication and the development of communicative proficiency in English as a second/foreign

language. Mastery of mechanical manipulation of phonological, as well as syntactic patterns of a target language with an adequate vocabulary size, is merely a surface feature of language learning. Until one recognizes and attains under his/her command all the relevant cultural patterns, it is hardly possible to acquire a mastery of the verbal behavior, or language, of the particular cultural group. The goals of second/foreign language instruction should be achieved in the following order: communicability, acceptability, appropriateness, and accuracy. This presentation will include a demonstration of instructional procedure, as well as showing of sample instructional materials.

VOCABULARY REINFORCEMENT: A Workshop

KING, Elizabeth

Offered:	Monday	4:00	H32	Maximum: 30
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In the first part of this lively workshop, basic criteria for selecting and teaching vocabulary will be discussed. Then participants will focus on classroom activities and games for reinforcing lexical items and for motivating students. Participants are encouraged to bring a practical idea from their own bag of vocabulary tricks! The workshop will conclude with a sharing session.

MAGIC LESSONS

KLEINDL, Mike

Offered:	Thursday & Friday	4:00	M51	Maximum: 30
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Back by popular demand! "Magic Mike" will share some of his mysterious illusions with Workshop participants. If you want to learn some magic, here's your chance to learn from the very best!

ENGLISH FLUENCY PRACTICE FOR JAPANESE SPEAKERS

MATSUKA, Yoko

Offered:	Sunday	4:00	H33	Maximum: 40
	Wednesday	10:30	H33	Maximum: 40

Japanese study English for years, yet few speak it with any fluency since the educational system places so much emphasis on grammatical accuracy. Now that communication has become the watchword, curricula promoting fluency — the ability to speak easily, smoothly or readily — assumes new prominence. How can teachers develop student fluency in a way that is

interesting and non-threatening? In this workshop, a task-based curriculum will be presented which can be adapted to any class.

LEARNING WITH PHONICS

MATSUKA, Yoko

Offered: Monday & Thursday 1:30 H33 Maximum: 40

Native speakers of English first learn meaning from their mother's gestures or situational contexts, then learn to reproduce the sounds of words which are most important to them, and finally learn the letters and spellings for these words at home and in school. Japanese students of English learn the language in reverse (letters, sound, meaning). The presenter will discuss this basic defect in Japanese foreign language teaching methodology and propose four rules for teaching English.

PERFORMANCE GOALS FOR LEARNERS

MATSUKA, Yoko

Offered: Tuesday & Friday 1:30 H33 Maximum: 40

While educators dream about the "learner-centered" classroom, students have little or no idea what it is they are supposed to be learning. Until students know the goals of their English class, a truly "learner-centered" classroom will remain only a dream. The presenter has developed individual learner materials designed to accompany English instruction in the pre-phonics, phonics, and post-phonics stages that make goals explicit to learners. Learners using these materials can stay entirely in English while performing tasks. They acquire new behaviors like volunteering and raising hands. They speak out more confidently. The presenter will share suggestions and techniques for using these materials to create a learner-centered class.

A PLAN FOR ALL TONGUES?

MAYBIN, Don

Offered: Tuesday 7:00 M51 Maximum: 30

Is it possible to design a series of lesson plans that different languages can be "plugged" into — a "generic" language course? The presenter will demonstrate his attempts to do just that using basic materials prepared for adult learners of survival French, Spanish, Polish, Tagalog, Thai and Japanese. The participants will briefly experience a "mini-lesson" taught using a heavily modified Total Physical Response (TPR) approach with

built-in communication strategies and behavioral goals. They will then discuss from student/teacher perspectives such aspects as sole use of the target language, realistic short and long-term goals, adaptability of techniques to various class sizes, cultural constraints, and more. The focus will be practical and teachers should leave with new perspectives and ideas for their own language teaching — and learning! This will be a lively presentation and full participation is encouraged from those who attend.

TECHNIQUES FOR DEVELOPING AURAL & ORAL SKILLS

MAYBIN, Don

Offered:	Thursday	7:00	M51	Maximum: 30
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This workshop contains a survey of practical classroom techniques for use when attempting to hone students' listening and, ultimately, speaking and pronunciation skills. Techniques will focus upon development of "macro", or general, comprehension and speech, followed by "micro" discrimination and production (e.g., individual phonemes, speech reductions). Various approaches and techniques will be discussed, including the use of listening task sheets, "important word" listening activities, imitation priorities, and more. Instructors of all experience levels should find something of interest to add to their bag of teaching tricks.

CHANGING ROLES: Women & Men in the Workplace

OLIVIERI, Denise

Offered:	Tuesday	7:00	Pac View	Maximum: 50
	Friday	4:00	Pac View	Maximum: 50

This workshop will focus on some of the issues facing men and women today, especially how male-female stereotypes lead to expectations which may result in behavior that is inappropriate in the workplace. There will be a variety of activities, including group work and discussion.

HUMOR IN ENGLISH

OLIVIERI, Denise

Offered:	Thursday	7:00	Pac View	Maximum: 50
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This presentation will examine different kinds of humor and whether humor transfers the same way across cultures. Participants are encouraged to bring their own favorite English video clip, joke, or cartoon.

RAINBOW WAR

OLIVIERI, Denise

Offered:	Monday	4:00	Pac View	Maximum: 50
	Wednesday	7:00	Mt View	Maximum: 50

Rainbow War was an Academy Award nominee for Best Live Action Short Animated Film in 1986. Three kingdoms, one Blue, one Red, and one Yellow, wage a colorful battle for supremacy in this delightful fantasy. Paint buckets, brushes, and rollers are the weapons in this struggle — a splashy confrontation that results in the world's first rainbow and new friendship among the warring cultures. Participants will discuss issues raised in *Rainbow War* and how the video can be used in their own classrooms.

LANGUAGE ACTIVITIES: Focus on Fluency

PHALAVADHANA, Chuanpit

Offered:	Wednesday	7:00	Pac View	Maximum: 50
	Thursday	4:00	Pac View	Maximum: 50

Creating an atmosphere to facilitate learning is a crucial factor in language teaching and learning. One possibility is to develop language activities that will help learners feel at ease when practicing and, simultaneously, build their confidence when using the language. This workshop will demonstrate various types of activities in which learners are encouraged to use the language in an enjoyable and relaxing way. To provide them with direct experience, the audience will be asked to participate as secondary school students. The principles for developing these activities, along with their classroom applications, will be discussed.

READING? OH NO!!

PHON-EG-PHAN, Wongdouen

Offered:	Monday	4:00	Green	Maximum: 40
	Thursday	7:00	Green	Maximum: 40

Students often exclaim, "Reading? Oh no!" A teacher's job is to encourage students to read and to help them get into the habit of reading. The goal of this workshop is to set the purpose for reading and show how pre-reading activities help motivate students. There will be a discussion session after the presentation to help participants explore the principles of pre-reading activities and to brainstorm ideas for activity planning.

COMMUNICATIVE & INTERACTIVE TEACHING TECHNIQUES

PROMMANUWAT, Warunee

Offered: Tuesday & Thursday 7:00 Ivory Maximum: 30

This presentation will focus on some of the communicative teaching techniques used by ESL teachers at the Consortium in Thailand. Total Physical Response (TPR), matching, dialog grids, picture stories, and dyads will be explained and demonstrated. Participants will select the technique that is most interesting or useful to them, and produce teaching materials in small groups. Each group will present the materials produced. Handouts explaining each technique will be provided to participants.

EVEN THE MONKEY CAN FALL FROM THE TREE!

SEFFAR, Nouredine

Offered: Tuesday & Friday 4:00 Mt View Maximum: 50

Wisdom is passed from generation-to-generation in the form of proverbs. While many proverbs are universal, some are culture-specific. Come and find out about proverbs from around the world and be prepared to share some of your own.

THE LANGUAGE OF CHANGE

SEFFAR, Nouredine

Offered: Monday & Thursday 4:00 Mt View Maximum: 50

Trend language is not only used in the business world, it is also used in daily life, (e.g., school enrollment dropped, summer temperatures soar). In this workshop, participants will enrich their vocabulary by learning how to describe change precisely and appropriately in English.

MOROCCO: Land of the Setting Sun

SEFFAR, Nouredine

Offered: Wednesday 4:00 Pac View Maximum: 50

Come visit the distant land of Morocco. This presentation will take you on a tour of history, landscapes, architecture, and customs. Participants will learn some greeting language and see a slide show.

EXPERIENCES OF A JAPANESE WIFE & MOTHER IN THE ENGLISH-SPEAKING WORLD

SHIBUSAWA, Fusako

Offered: Wednesday 4:00-5:00 H32 Maximum: 30

"Chako" Shibusawa has graciously accepted the challenge to share her rich, rewarding, and sometimes exasperating experiences living in England and the United States with her husband and young children. Her first overseas stay took her to Michigan at the age of 27. She knew very little English at that time. However, during her most recent international experience, she attended university classes in English. Participants at this unique discussion workshop will have the opportunity to ask questions, and share their own experiences when working with foreigners or travelling abroad.

THE ASIAN PACIFIC REGION: 1990s AND BEYOND

SHIBUSAWA, Masahide

Offered: Tuesday 4:00-5:00 H32 Maximum: 30

Where does the Asian Pacific region stand in the changing world structure? What can Asia assert in the world of the 1990s and beyond? Will the contributions to the world order be in terms of economic development? What role will the region play? These crucial questions will be discussed and participants will have the opportunity to ask questions and offer their opinions.

JAPAN'S ROLE IN THE WORLD

SHIBUSAWA, Masahide

Offered: Wednesday 7:00-8:00 H32 Maximum: 30

The presenter will reflect upon Japan's socio-economic and political evolution — past and present — in the world order, and speculate upon Japan's global role in the coming years. Participants will have the opportunity to ask questions and offer their opinions on this important issue.

PROJECT! Using Slides in the Classroom

SHUMWAY, Aldona

Offered: Tuesday 7:00 Mt View Maximum: 50

Slides are a relatively inexpensive and personal way to bring reality into the classroom. In this workshop session, participants will work in small groups to analyze and modify classroom language activities that utilize slides, as well as create new activities.

21 WAYS TO USE A VIDEO CLIP

STEMPLESKI, Susan

Offered: Sunday 4:00 Mt View Maximum: 50
Wednesday 10:30 Mt View Maximum: 50

This demonstration, designed for teachers with little or no experience using pre-recorded video for language teaching, heightens awareness of the many ways in which a video clip can be effectively exploited in the classroom. The aims of the demonstration are threefold: (1) to familiarize teachers with a variety of video-based teaching techniques; (2) to present teachers with a model for planning video-based lessons; and (3) to demonstrate ways in which the medium can be used to integrate the skills of listening, speaking, reading and writing. Participants, acting as students and observers, become familiar with 21 video-based teaching techniques which can be applied to any video sequence, and which are consistent with a communicative approach.

USING PRE-RECORDED VIDEO IN THE CLASSROOM:

An Introductory Workshop

STEMPLESKI, Susan

Offered: Monday & Thursday 1:30 Mt View Maximum: 50

This practical workshop focuses on the what, why and how of using pre-recorded video in language teaching. Participants, acting as students and observers, become acquainted with sources and varieties of video materials, criteria for selection, video hardware capabilities, specific video-teaching techniques, and ways of integrating the medium into language curricula. Following a participant-based discussion to elicit criteria for selecting video sequences, the presenter outlines steps involved in planning video-based lessons. Brief excerpts from ELT videos, feature films, documentaries, and TV commercials will be shown to involve the participants in a wide variety of teaching activities to stimulate language use. There will be a

participant-centered discussion of issues raised by the presentation and ways of adapting the medium to different teaching situations.

USING VIDEO TO STIMULATE CULTURAL AWARENESS

STEMPLESKI, Susan

Offered: Tuesday & Friday 1:30 Mt View Maximum: 50

Language teachers are being urged to make culture an integral part of their teaching. Video can play a key role in stimulating language use and promoting cultural awareness. This workshop presents a video-based approach for helping students develop the skills and understanding needed to function appropriately within the target culture and to communicate effectively with speakers of the target language. Following a brief, participant-centered discussion of the elements of culture, the presenter will use sequences from documentaries and feature films to demonstrate how *cultural numbness* is overcome through cooperative learning tasks. Six video-based teaching activities will be demonstrated.

TEAM TEACHING

TATSUNO, Shin

Offered: Wednesday & Thursday 4:00 Green Maximum: 40

The presenter will describe his team teaching experiences at an Osaka high school where general English and international culture courses are team taught. Participants will learn how a teaching team can effectively use senior high textbooks, manage the class, and effectively use pair work.

COMMUNICATION GAMES

TELLIS, Laurie

Offered: Wednesday 7:00 Hakone Maximum: 50

These games require participants to use their minds *and* bodies to communicate in English. Come in comfortable clothing and be prepared to be active and have fun.

MEN, WOMEN, LADIES & ENGLISH

TELLIS, Laurie

Offered:	Tuesday	4:00	Hakone	Maximum: 50
	Friday	4:00	H33	Maximum: 30

What's the real difference between *ladies* and *women*? What about *womyn*? Is the title, "Ms.", really a mistake? We will talk about these and other important gender issues in the English language, such as how English "sees" the sexes differently, and is used differently by them.

TEAM TEACHING: Before, During & After the Lesson

TSUCHIYA, Shinobu and BAILEY, Tandy

Offered:	Monday	4:00	H33	Maximum: 40
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Teachers who are interested in team teaching are invited to participate in this presentation. Ms. Tsuchiya and Ms. Bailey have been team teaching first grade (grade 7) together at Johoku Junior High School since September, 1991. They will demonstrate the before, during and after stages of team teaching. Participants will be asked to pair up and team teach parts of a lesson for hands-on experience of the three stages. Lastly, roles of the two team teachers will be discussed.

COMMUNICATIVE EISAKUBUN TEACHING

UETSUKI, Chisa

Offered:	Wednesday	4:00	Hakone	Maximum: 50
	Thursday	7:00	Hakone	Maximum: 50

In Japan, *eisakubun* (English composition) instruction has traditionally been translation, where Japanese sentences in isolation are put into English ones. The presenter will discuss a new trend in *eisakubun* which includes not only writing, but listening, reading and speaking. Some important issues, such as error correction, will be discussed, as well as the possibility of team teaching between non-native and native speakers of English in *eisakubun* instruction. Several examples of communicative *eisakubun* used in junior high and college classes will be given.

IMPORTANT ISSUES RELATED TO ENGLISH TEACHING IN THE JAPANESE SCHOOL SYSTEM

WADA, Minoru

Closing Address

Friday

6:45

Big Hall

Mr. Wada will address important issues related to English teaching in the Japanese school system. Two issues connected with the development of the Japanese teacher's communicative competence will be discussed. The presenter believes this communicative competence is prerequisite for the development of student communicativeness. Additionally, the role of the Japanese teacher as "decision maker" in the educational hierarchy will also be discussed.

JUNIOR HIGH SCHOOL TEAM TEACHING:

From Theory to Practice

WADA, Minoru

Offered:

Thursday

1:30

M53

Maximum: 30

The presentation will concentrate on some important issues related to team-taught lessons in **junior** high schools: creative use of textbooks and designing communicative activities. There will be a discussion session where a team-taught video will be shown to discuss the important elements essential for successful team-taught lessons. Participants are required to actively participate in the discussion.

SENIOR HIGH SCHOOL TEAM TEACHING:

From Theory to Practice

WADA, Minoru

Offered:

Friday

1:30

M53

Maximum: 30

This presentation has the following aims: to familiarize participants with the theoretical aspects of team teaching, to make them aware of some important issues related to team-taught lessons at the **senior** high school level, and to provide an opportunity to develop expertise in making team-taught lessons by viewing and discussing videotaped team-taught lessons. Participation is encouraged.

ALTERNATE APPROACHES TO LANGUAGE TEACHING: Community Language Learning & The Silent Way

YOUNG, Adam

Offered: Monday & Thursday 4:00 H22 Maximum: 30

The presenter will conduct short English lessons using the two approaches in the title. Participants may take part in the lesson or act as observers. The advantages and disadvantages will be discussed from the viewpoints of the teacher, the learners, and the observers. Possible ways to incorporate ideas from these two approaches will also be discussed.

BARNGA: An Intercultural Simulation

YOUNG, Adam

Offered: Tuesday 7:00 Birch Minimum: 12
Maximum: 20

In this quick-moving and fun intercultural simulation, participants will experience and discuss their perceptions of cultural differences. The exact nature of the simulation cannot be described--it must be experienced firsthand. BARNGA is simultaneously funny, frustrating, and educational. A discussion of what happened in the simulation will follow.

ERROR CORRECTION TECHNIQUES

YOUNG, Adam

Offered: Wednesday & Friday 4:00 H22 Maximum: 30

Teachers are often faced with the difficult task of choosing what and when to correct. The presenter will introduce six different error correction methods and discuss their advantages and disadvantages. Participants will have the opportunity to try the techniques themselves and a general discussion of issues in error correction will follow.

GUEST BIOGRAPHIES

KIP A. CATES has a BA in Modern Languages and Linguistics from the University of British Columbia, Canada, and an MA in Applied Linguistics from the University of Reading, England. He is the coordinator of the "Global Issues in Language Education Network" and he belongs to the organization, "Educators for Social Responsibility". He currently teaches English at Tottori University, Japan.

ANCHALEE CHAYANUVAT is assistant professor and head of staff development at Chulalongkorn University's Language Institute in Bangkok. She has been actively involved in both material preparation and teaching improvement.

KOICHIRO CHIBA graduated from Osaka University with a major in English Linguistics in 1971. He has been teaching English for 21 years at various senior high schools. He is currently a teacher at Iwate Prefectural Kozukata Senior High School.

CLAVEL O. DESEMBRANA teaches ESL and Work Orientation to IndoChinese refugees with the International Catholic Migration Commission (ICMC) at the Philippine Refugee Processing Center in Bataan. Previously, she taught international children for three years at the International Christian School in Los Banos, Laguna, Philippines. She has conducted training workshops for teachers and was a presenter at the 1992 TESOL conference in Vancouver, Canada.

JOHN F. FANSELOW is responsible for the Master of Arts Programs in TESOL for Teachers College, Columbia University at both the New York and Tokyo campuses. He is the former president of TESOL, International and former president of the New York State TESOL. He has given the plenary address at almost half of the TESOL affiliates around the world and has been making presentations at JALT for the past 14 years. Dr. Fanselow's most recent book is *Contrasting Conversations — Activities for Exploring Our Beliefs and Teaching Practices*, Longman, 1992. Longman also published his popular *Breaking Rules — Generating and Exploring Alternatives in Language Teaching* in 1987.

COLIN GRANGER is not only a teacher, teacher trainer, and ELT materials writer, he is also co-director of a British theatre company that specialises in performing plays from abroad. He has taught English in the UK, Spain, Switzerland and Italy. His English language teaching publications include *Contact English*, *Play Games with English*, *New Generation*, *American Generation*, and *The Heinemann English Grammar*.

DALE T. GRIFFEE is assistant professor at Seigakuin University. He has his MA in TESOL from the School for International Training. His most recent publications are *Songs in Action*, Prentice Hall, 1992, and *More HearSay*, Addison-Wesley, 1992.

SHOZO HIRABAYASHI is the 1992 scholarship recipient awarded by the Kanagawa Prefectural Board of Education. Mr. Hirabayashi graduated from Waseda University with a major in English Linguistics. He has worked at Kawasaki High School, Kanagawa's Prefectural Institute for Education, Shimizugaoka High School, and is presently teaching at Fukasawa High School. Mr. Hirabayashi is also the social director for the Kanagawa Prefectural Association for Teachers of English.

SUPAMAS KEUANOON joined the English Department of the Faculty of Humanities at The University of the Thai Chamber of Commerce in 1986. She has an MEd in linguistics from Srinakharinwirot University in Bangkok. She teaches fundamental English to the first and second year students in the Faculty of Accounting.

EUN KYUNG KIM received a master's degree from the Graduate School of Education at Ewha Womans University in Seoul. She has been an English teacher at Keum Nan Girls' Senior High School since 1985. She was an interpreter at the ASTA World Congress held in Korea and came to Japan as a Young Leader of the Girl Scouts of Korea at the 1987 International Youth Village in Osaka.

HAK-SUN KIM received an MEd in Teaching Languages from Ewha Womans University in Seoul. She has studied Linguistics at Reading University, Economics at the University of Maryland, and Language and Culture at the Sorbonne in Paris. She has taught Korean at the University of Maryland's Far East extension and to Peace Corps volunteers, and is presently an English teacher at Ewha's Language Institute.

SUMAKO KIMIZUKA received her doctorate in Education from UCLA and is 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-four years ago, and has been associated with it since its inception. 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 taught ESL in the US, Africa and Japan. Her teaching experiences include the US Peace Corps in Tanzania, SE Asian refugee programs in the US, corporate employees in the US and Japan, and presently university students at the International Christian University in Tokyo.

MICHAEL KLEINDL (his friends call him "Magic Mike") teaches in the English Language Program at International Christian University. Before, he taught at LIOJ for five years and was Community Program Supervisor. He has co-authored the textbook, *Real Business* (Longman, 1992). Mike's poetry appears in many literary journals and magazines in Japan and the US. He is also, of course, pure magic.

YOKO MATUSKA holds an MA in TEFL from California State University in San Francisco and is currently director of Matsuka Phonics Institute and a lecturer at Tamagawa University.

KEISUKE NAKAYAMA is Managing Director of the MRA Foundation and has studied at Osaka University of Foreign Studies and Mackinac College in Michigan. He graduated from Sophia University in Tokyo. In his youth, he was deeply involved in the cultural exchange program, "Up With People", which took him to North, Central and South America, as well as South and Southeast Asia. Prior to joining the MRA Foundation this July, he worked for 22 years with the international joint venture company, JATCO, as an administrative manager.

CHUANPIT PHALAVADHANA has an MA in Applied Linguistics from Mahidol University and an MSc in Teaching English for Specific Purposes from the University of Aston. She is presently assistant professor and Director of Studies of the Diploma in TEFL Program at Srinakharinwirot University in Bangkok. Ms. Phalavadhana served as

Thai TESOL president (1989-90) and is an experienced teacher trainer, especially at the secondary school level.

WARUNEE PROMMANUWAT is an ESL teacher with The Consortium, a non-governmental organization whose mandate is to help prepare Southeast Asian refugees for resettlement in the United States. She has worked for The Consortium since graduating from Chiang Mai University three years ago. Her major responsibilities are teaching English and attending daily teacher training sessions. In her spare time, she enjoys traveling, cooking and reading. She also likes meeting new people to share and exchange interests, ideas, and opinions.

UNCHALEE SERMSONGSWAD is a native of Thailand. She received an MA in TEFL from Chulalongkorn University in 1982. She taught English in a government secondary school in Bangkok from 1977 to 1989. At present, she is an English instructor at Chiang Mai University and coordinator for the Thai language course for American exchange students. Her interests include culture, people, social issues and travel.

FUSAKO SHIBUSAWA has had a unique and fulfilling life. After graduating from Kojimachi Girls High School in Tokyo (and working in an ammunition factory during the war), she lived abroad with her husband and children on three different occasions. The first time, in Michigan, when she hardly spoke a word of English and watched — with dismay — her young children pick up the language very quickly and communicate **only in English!** She is now a fluent, self-taught English speaker who took herself off to university classes when she recently lived in Portland, Oregon. "Chako" studied ceramics in the United States, is a licensed *Sefu Heika* style *ikebana* teacher and has demonstrated flower arranging for the State of Alaska government officials. She also does traditional Japanese painting and loves going to Kabuki.

MASAHIDE SHIBUSAWA is Executive 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 has also been a visiting professor at the University of Alaska (1989-90) and

Portland State University (1991-92). 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*.

SUSAN STEMPLESKI is an internationally-known author and teacher trainer specializing in video. She teaches at Teachers College, Columbia University and at the International English Language Institute of Hunter College in New York City. She founded and served as first Chair of the TESOL Video Interest Section. As an Academic Specialist for the United States Information Agency and as a Fulbright-sponsored lecturer, she has trained teachers on five continents to use video in language teaching. Her numerous publications include *Explorations*, *Getting Together*, and *Video in Action*, for which she and her co-author, Barry Tomalin (guest presenter at the 1990 Summer Workshop), were awarded a commendation from the Duke of Edinburgh.

SHIN TATSUNO holds two undergraduate degrees in literature. He was graduated from Waseda University with a major in French literature and later was admitted as a junior at Doshisya University where he majored in English literature. He has been teaching English for 13 years and is currently teaching at Hanazono High School in Osaka Prefecture.

SHINOBU TSUCHIYA is from Shizuoka prefecture. She has been teaching English for two years at Johoku Junior High School in Odawara and began team teaching last fall. She enjoys basketball, reading and exercising.

CHISA UETSUKI received a BA in sociology from Ritsumeikan University and an MEd from Temple University. She has taught elementary, junior and senior high school students in language schools and in her home. She has also taught at a *senmon gakko* (technical school). She is currently an instructor at the Research Institute for Foreign Language Education at Kyoto Tachibana Women's University.

MINORU WADA is a graduate of Tokyo University of Education and has an MA in TESOL from Temple University. He has nearly 20 years of experience as an upper secondary school English teacher in Japan. For ten years he was the curriculum specialist in charge of English education for the Japanese Ministry of Education, Science and Culture. He has played a leading role in the promotion of team teaching in Japan and has published

several books on the subject. Mr. Wada is now a professor in the Department of Foreign Languages at Meikai University.

WONGDOUEN PHON-EG-PHAN has been a secondary school teacher for 20 years and has taught in both large and small schools. Woungdouen has an undergraduate degree in Education from Srinakharinwirot University in Bangsean, Thailand, and a diploma in TEFL from the Prasarnmit campus of Srinakharinwirot University. She is keen on reading and has been responsible for the reading session at the English Resource and Instruction Center of Chonkanyanukoon School for the past three years. Presently, she teaches reading for 11th graders and core courses for 9th graders. Her hobbies include flower arranging and making artificial flowers.

LIOJ FACULTY & STAFF

BIOGRAPHIES

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, she 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 in Chicago. Currently, she is a candidate for the MAT (TESOL) from the School for International Training in Brattleboro, Vermont. Her previous teaching experience includes working with immigrants in Chicago and university students in Ecuador. Lynn is interested in bicycling, travel, chocolate, ikebana (Sogetsu), ceramics and more chocolate.

RAJ KUMAR BOSE received a Master's degree in Marketing from Bombay University, an MBA in Finance from American International College in Massachusetts, and an MBA in International Business from American University in Washington, DC. He worked for two years as an instructor at LIOJ, then spent the past two years working for Ichikoh Industries, Ltd. (Nissan Group) in the personnel and overseas business departments. Raj's interests include cooking, computers, and Japanese culture.

MARC BRAND was born and raised in New York City. He received an MS degree in Continuing and Vocational Education from the University of Wisconsin-Madison and a BA in History and Secondary Education from York College of the City University of New York. For the past 20 years he has taught ESL and other subjects to children and adults in Micronesia, Australia, the Middle East, the USA and Japan. Some of his interests are traveling, sports, eating and parenting.

JULIE EVANS was born in England but raised in New Zealand. She has a Bachelor of Education from Massey University, Palmerston North and a Teaching Diploma from the Palmerston North College of Education. Her hobbies include swimming, skiing, pen pals and more recently, gift wrapping and eating Japanese food.

BERTA FABER was born and raised in Saudi Arabia. She graduated from Boston University in 1984 and started teaching English as a Second Language in Florida in 1986. In 1988, Berta moved to Iceland, where she taught EFL in a comprehensive school for three years. Her interests include Shorinji Kempo, reading and playing with other people's babies.

KEN FUJIOKA received a BS in Petroleum Engineering from Marietta College in Ohio. He worked as a petroleum engineer for Amoco Production 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 collecting Japanese castle telephone cards.

FUMIKO IWABUCHI primarily works with the Business Communication Program, coordinates information with client companies, and provides assistance to *Cross Currents*, LIOJ's academic journal.

YOSHIKO IWAMOTO is a recent graduate of Meiji Gakuin University with a degree in English Literature. Yoshiko works primarily with Community Program matters.

JAMES KAHNY is supervisor of the LIOJ/Odawara City Junior High School International Understanding Program and has been team teaching for two-and-a-half years. Jim has a BA in German and Political Science from Western Washington University. He worked as a construction supervisor building primary schools in Benin, West Africa from 1983 to 1985, then taught English for two years in Miyagi Prefecture and for one year in Seoul, Korea. His interests include reading, sports, and travel.

KAORU KOMIYAMA is responsible for financial matters and overseeing Business, Community and Team Teaching program details. She

supervises inner-office business and serves as a liaison with Asia Center staff.

KYOKO KONISHI works part-time and is responsible for accounting details...but often helps the other office staff with problem situations.

DON MAYBIN received his MA in Applied Linguistics from the University of Essex (UK) in 1987, and a Royal Society of Arts (RSA) Certificate in TEFL in 1984. He has been teaching for more than fifteen years, most 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. In addition, he conducts teacher training workshops for teaching associations, including the Japan Association of Language Teachers (JALT), and has written texts for Longman Publishers (UK). Don has been director of LIOJ since the spring of 1991 and was academic supervisor prior to teaching at Kagawa University.

MARY ANN MAYNARD is proud to have been born in Iowa. In 1982 she received a BA in English and Philosophy from Cornell College in Iowa and she worked as a librarian before accepting a job with a small town board of education in Iwate Prefecture. After completing her contract in Iwate, she worked for New Day School in Sendai, then returned to the United States to work as an ESL Instructor and Coordinator of the international students office at the Savannah College of Art and Design. She returned to Japan in December of 1990 and has worked at LIOJ since then. She is currently supervisor of the Community Program.

STEPHEN NEWTON has a Bachelor of Business Studies in Property Valuation and Management from Massey University in New Zealand. While at university, Steve tutored Japanese students from International Pacific College. He worked for two years at a manufacturing company prior to attending university. Steve's interests include cooking, scuba diving and motor sports.

MIYUKI OHNO is the general manager of LIOJ — and a former, long-term student of the LIOJ Community Program. Besides overseeing all office operations, she represents LIOJ at MRA Foundation meetings and visits client companies for the Business Communication Program.

DENISE OLIVIERI was born and raised in Philadelphia, Pennsylvania, and received a BA in East Asian Studies from the University of Pennsylvania. After graduating, she taught ESL to Southeast Asian refugees at a social service agency in Philadelphia. She is currently working toward an MA in TESOL at Columbia University Teachers College in Tokyo.

MAUREEN PILON is a native of Washington, DC. She graduated from Pennsylvania State University with a BS degree in Community Development. Maureen has a generalist's background, working for an innovative public education program in Richmond, VA, The Washington Post Newspaper Co., and for a large financial group in Seattle, WA. Maureen enjoys hiking, travelling, people, politics and social issues. She was Business Program supervisor prior to becoming assistant director last year.

CAROLYN QUARTERMAN received a BA in modern languages from the University of Illinois. Before coming to LIOJ, Carolyn taught for two-and-a-half years at Four Seasons Language School and Hamamatsu Junior College in Shizuoka prefecture. Her interests include tennis, swimming, photography and studying Japanese.

JIM SAMPSON grew up in Lancashire, England. After graduating as a mining engineer from Edinburgh University, he joined the Royal Air Force and was commissioned and trained as a navigator in Canada, subsequently flying in Europe, North Africa, and the Far East. Leaving the Air Force in 1967, he worked as a navigator for Air Canada until 1974, when he was trained as a pilot on the DC8, which he flew until retiring in March 1991. Three weeks later he broke his leg skiing. While recuperating, he took the Royal Society of Arts (RSA) Certificate in TEFL at the International Language Institute in Nova Scotia. This is his first job in a new career. His previous teaching experience was as a civilian flying instructor in Singapore and Vancouver. He enjoys cycling, running, skiing, mountaineering, and sailing...and if anyone needs a fourth at bridge, give him a call.

NOUREDDINE SEFFAR is a native of Morocco. He received his BS degree from the Institut Supérieur de Commerce et d'Administration des Entreprises in Casablanca, Morocco. He worked for two years as a financial analyst in a public corporation, and after that, attended graduate school at

the University of Arizona. In 1991, he received his MBA. He enjoys travelling, music, and cooking.

ALDONA SHUMWAY is a teacher in the LIOJ Community Program. She teaches English to people of all ages and recently began team teaching a German class. Aldona studied textiles at Massachusetts College of Art, received a BA in French from the University of Massachusetts in Amherst, and completed coursework for an MAT in TESOL and French at the School for International Training. In Odawara, she is trying to study Japanese, calligraphy and dyeing, but hopes she is a better teacher than she is student.

KASUMI SHUTO provides clerical assistance to the director. Kasumi studied for six months at Seattle Central Community College in Seattle, Washington.

LAURIE TELLIS is the new LIOJ Business Communication Program supervisor. She has a BA in creative writing and linguistics from the State University of New York at Binghamton, where she was elected to Phi Beta Kappa. She completed the International House Preparatory Course in TEFL and taught ESL in New York before coming to Japan. Her interests include reading, writing, theater, and attempting to speak Japanese.

LEE TYRRELL is from Melbourne, 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 flower arranging, tap dancing, movies, the Richard III Society and travel.

KYRA VOSS received her MA in TESOL from Eastern Michigan University in 1991 and is now a teacher in the Community Program. She taught ESL in Michigan for two years before coming to LIOJ. Kyra grew up in the USA and in Germany and has also lived in Russia for short periods of time. She enjoys languages, travel, ceramics, and playing shakuhachi.

ADAM YOUNG is a teacher in the Business Communication Program. He grew up in the Finger Lakes region of New York State and studied Japanese and Chinese history at Cornell University before coming to Japan. He taught for several years in Tokyo and Chiba before entering the Masters of Arts in Teaching program at the School for International Training in Vermont. He returned to Japan to teach at LIOJ in 1990. Adam's interests include studying Japanese, cooking Chinese food, and playing games.

ABOUT LIOJ

LIOJ is a private organization supported by the MRA House of Japan, a non-profit educational foundation. It was founded in 1968 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. 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 evolved 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, residential 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 3,000 English teachers have now attended LIOJ's Summer Workshop, more than 5,000 business people have completed the residential Business Communication Program, 20,000 local residents have participated in the Community Program, and over 175 teachers and students from Thailand, Korea, Hong Kong, the Philippines, Malaysia, and China have participated in LIOJ's programs. Since 1988, LIOJ has been team teaching in the International Understanding Program at junior high schools in Odawara.

As LIOJ enters its quarter century mark, we will continue to provide the highest quality language, communication and cultural training while strengthening and expanding ties with institutions and people in Asia — and around the world.

ASIA CENTER BUILDING LOCATION

LIOJ
Director's
House

NEW HOUSE

ASIA CENTER
Hakone Wing

P

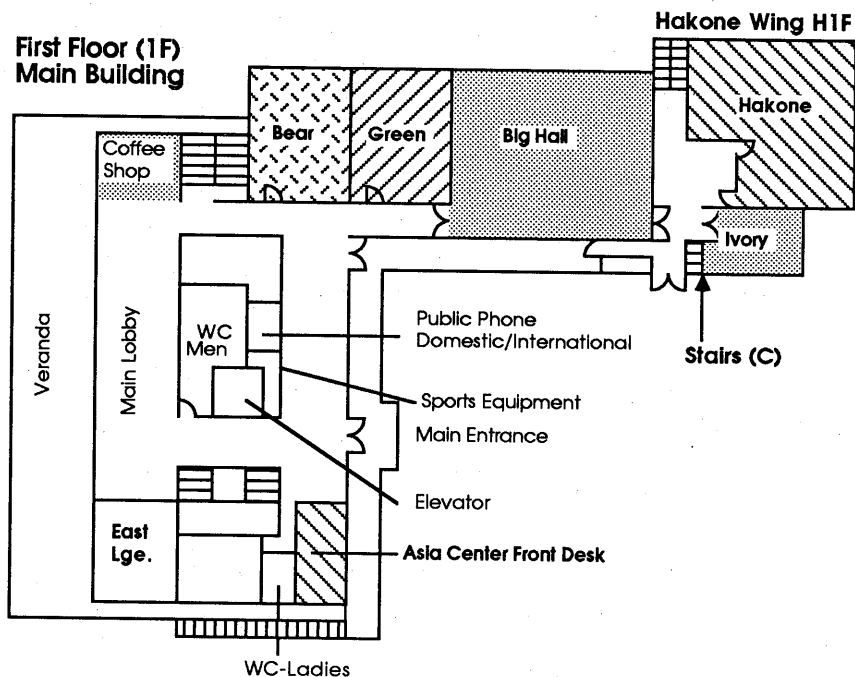
Main Entrance

ASIA CENTER
Main Building

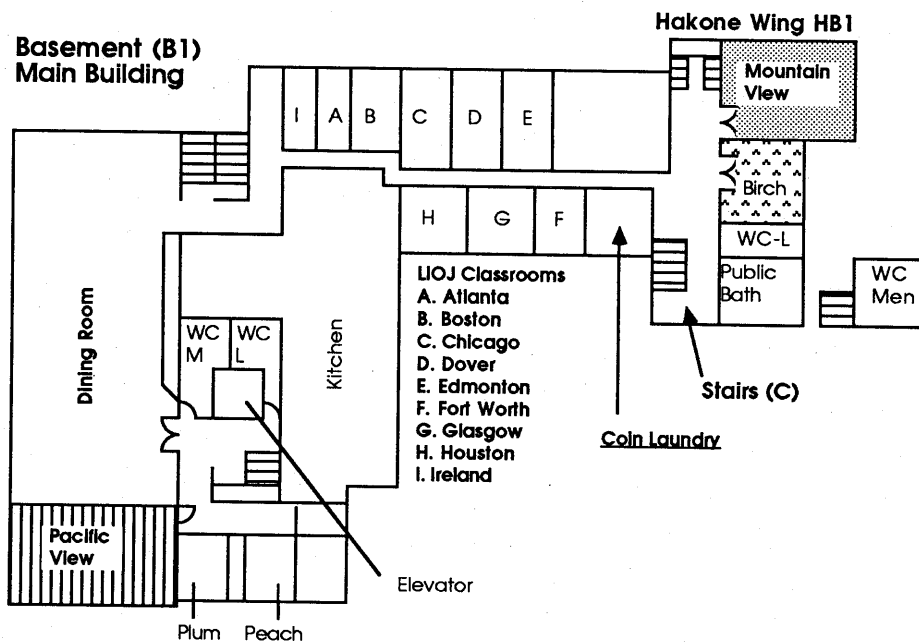
EAST ANNEX
Room E11-E35

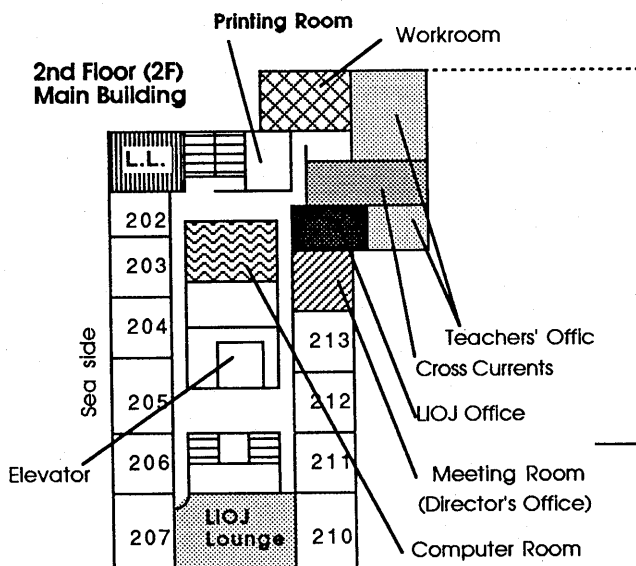
GUEST HOUSE

First Floor (1F) Main Building

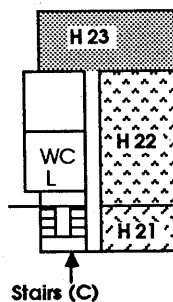


Basement (B1) Main Building

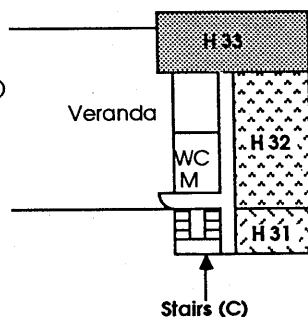




Hakone Wing H2F

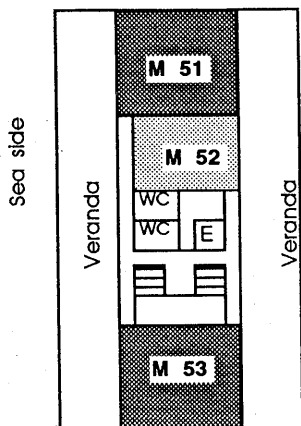


Hakone Wing H3F



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

