

***25th Annual***  
***International Summer Workshop***  
***for***  
***Teachers of English***

*August 8-14, 1993*

**LIOJ**  
**LANGUAGE INSTITUTE OF JAPAN**

**ASIA CENTER ODAWARA**  
**Odawara, Kanagawa**



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# LIOJ

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# BASIC INFORMATION

## DAILY SCHEDULE

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

7:30 - 8:30	Breakfast
8:45 - 11:45/ 9:00 - 12:00	Regular Language & Special Focus Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations
3:00 - 4:15/4:30	Open
4:15 - 5:45/ 4:30 - 6:00	Presentations by International Scholars and LIOJ Faculty
5:45/6:00 - 7:00	Dinner
7:00 - 8:30	Presentations by International Scholars and LIOJ Faculty
8:30	Open

## LIVING AT ASIA CENTER ODAWARA

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

## REGULAR LANGUAGE & SPECIAL FOCUS CLASSES

All participants have been assigned to language or special focus classes. Basic information about the nature and schedule of these classes will be covered in the Workshop Orientation. Classes will begin on Monday at 8:45 or 9:00. There will be a brief orientation to the classes Sunday evening from 7:00 to 7:30. For more information, see pages 21-26.

## SIGN-UP PROCEDURES

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 southern section of *Cafe Alcantara* (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.**

## INTERNATIONAL NIGHT!

On Wednesday evening, we will celebrate International Night in Main Hall. The event will be *matsuri* style with exhibitions prepared by our international teaching staff and scholars. Everyone is invited to join in the live presentations on center stage!

## MATERIALS DISPLAY

Publishers will exhibit materials in Main Hall on Thursday evening. *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.*

## FORMER LIOJ FACULTY

In honour of our 25th anniversary, we have invited back former faculty residing in Japan. Each day one or more former teachers will be presenting.

# DAILY SCHEDULES

## SUNDAY, AUGUST 8th

- 11:00 Workshop Orientation (Main Hall - 1F)  
Don Maybin  
Director of LIOJ
- 12:00-1:30 Lunch (Asia Center Odawara cafeteria -- B1)
- 1:30 - 2:15 Opening Assembly (Main Hall -- 1F)  
Don Maybin  
Masahide Shibusawa  
Executive Director, MRA Foundation  
Yoshiaki Ozawa  
Mayor of Odawara  
Sumako Kimizuka, PhD  
Founder of the LIOJ Workshop  
Keisuke Nakayama  
Managing Director, MRA Foundation
- 2:15 - 3:15 Plenary Address (Main Hall -- 1F):  
*Japan's International Future*  
Masahide Shibusawa  
Executive Director, MRA Foundation
- 3:15 Group Picture (in front of Asia Center Odawara)
- 3:30 - 4:30 Open
- 4:30 - 6:00 Featured Presentations
- 6:00 - 7:00 Dinner (Asia Center Odawara cafeteria, B1)
- 7:00 - 7:30 Orientation for Regular Language & Special Focus Classes
- 7:45 - 9:00 Welcome Party (Hakone Room -- H1F)

## MONDAY, AUGUST 9th

8:45 - 11:45/ 9:00 - 12:00	Regular Language and Special Focus Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations
3:00 - 4:15/4:30	Open
4:15 - 5:45/ 4:30-6:00	Presentations by International Scholars and LIOJ Faculty
5:45/6:00 - 7:00	Dinner
7:00 - 8:30	Presentations by International Scholars and LIOJ Faculty
8:30+	<i>Up on the Roof:</i> Games & Stories (Optional)

*Notes:*

## TUESDAY, AUGUST 10th

8:45 - 11:45/ 9:00 - 12:00	Regular Language and Special Focus Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations
3:00 - 4:15/4:30	Open
4:15 - 5:45/ 4:30-6:00	Presentations by International Scholars and LIOJ Faculty
5:45/6:00 - 7:00	Dinner
7:00 - 8:30	Presentations by International Scholars and LIOJ Faculty
8:30+	<i>Up on the Roof: Songs</i> (Optional)

*Notes:*

## WEDNESDAY, AUGUST 11th

8:45 - 11:45/ 9:00 - 12:00	Regular Language and Special Focus Classes
11:45/12:00 - 1:00	Lunch
1:00 - 2:30	Featured Presentations
2:30 - 4:15/4:30	Open
4:15 - 5:45/ 4:30-6:00	Presentations by International Scholars and LIOJ Faculty
5:45/6:00 - 7:00	Dinner
7:00	International Night! (Main Hall)

*Notes:*

## THURSDAY, AUGUST 12th

8:45 - 11:45/ 9:00 - 12:00	Regular Language and Special Focus Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations
3:00 - 4:15/4:30	Open
4:15 - 5:45/ 4:30-6:00	Presentations by International Scholars and LIOJ Faculty
5:45/6:00 - 7:00	Dinner
7:00	Publishers' Display (Main Hall)

*Notes:*

## FRIDAY, AUGUST 13th

8:45 - 11:45/ 9:00 - 12:00	Regular Language and Special Focus Classes
11:45/12:00 - 1:30	Lunch
1:30 - 3:00	Featured Presentations
3:00 - 4:15/4:30	Open
4:15 - 5:45/ 4:30-6:00	Presentations by International Scholars and LIOJ Faculty
5:45/6:00 - 6:45	Dinner
6:45 - 7:30	Closing Address (Main Hall): <i>What Price Internationalism?</i> Professor Alan Maley National University of Singapore
7:30 - 8:15	Closing Ceremony (Main Hall)
8:30	Farewell Party (Hakone Room)

*Notes:*

## SATURDAY, AUGUST 14th

8:30 - 10:00 Checkout

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

*Notes:*

# DAILY PRESENTATION SCHEDULES

## SUNDAY PRESENTATIONS

(abbreviated titles)

**2:15-3:15**

Shibusawa

*Japan's International Future*

Main Hall

**4:00-5:30**

Hazen

Inside Russia

Komine

Kimbrough

Games-Learning And Having Fun

Sakura

Loy

Taste Of Singapore

Ocean

Maley

Repetition Re-examined

Hakone

Rinnert

Sociolinguistic Rules

Shiroyama

Sharma

Teaching Of Reading And Writing

Momiji

Yoshida

Introduction To World Studies

H33

## MONDAY PRESENTATIONS

**1:30-3:00**

Hazen

Inside Russia

Komine

Kimbrough

Using Authentic Video Material

Sakura

Kimizuka

Language From Within

H23

Maley

Ten Generalisable Procedures

Hakone

Rinnert

Improving Students' English Composition

Shiroyama

Sharma

Challenges Of Intercultural Education

Momiji

Yoshida

Multicultural Vs. Human Rights Education

H33

**4:15-5:45**

Cornwell

Isolation In Teaching

Green

Quarterman

Games And Activities For Vocabulary

Komine

Sampson

English In Aviation

H22

Thurston

Drama Circles

White

White

Waldorf Schools

Castle

**4:30-6:00**

Han	New Words	Momiji
Rongsard	Lateral Leap Into Language	Sakura
Wong	Creative Ways With Literary Materials	Hakone

**7:00-8:30**

Curran	Video Project Work	H22
Francisco	International Catholic Migration Commission	Sakura
Fujioka	Idioms	Red
Hiranburana	When (Not) To Use A Dictionary	H32
Ketkarn	Folk Literature	H23
Maybin	Cookusai English	Hakone
Maynard	Reading Comprehension Activities	H33
Seto	A Way To Liven Up A Dead Class	Ocean

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

Hazen	Inside Russia	Komine
Kimbrough	Games-Learning And Having Fun	Sakura
Maley	Reformulation	Hakone
Rinnert	Sociolinguistic Rules	Shiroyama
Sharma	Self-development For Teachers	Momiji
Yoshida	Environmental Education	H33

**4:15-5:45**

Cornwell	Using The Native Culture	Green
Quarterman	Pronunciation Activities	Komine
Sampson	Flying Training	H22
Thurston	Alternative Communication	White
White	European Integration	Castle

**4:30-6:00**

Francisco	Parables	Sakura
Hoshino	Global Citizen	H32
Knowles	A Multimedia Approach	H23
Oh	Teaching Classroom EFL Beginners	Hakone
Suwa	Let's Participate In Conversation	Ocean
Tantayanusorn	Incorporating Writing Skills	Momiji

**7:00-8:30**

Kahny	Thailand/Japan Team Teaching Exchange	Shiroyama
Manee kij	Karaoke In The Classroom	Sakura
Maybin	Becoming Independent	Hakone
Phichaiphaet	Teaching Grammar	H23
Reynolds	Using Macintosh Computers	Ocean
Srisathian	How To Cater For The Learners' Needs	Momiji

**WEDNESDAY PRESENTATIONS****1:00-2:30**

Kimbrough	Using Authentic Video Material	Sakura
Kimizuka	Language From Within	H23
Maley	Repetition Re-examined	Hakone
Mori	OptimaLearning	Komine
Paul	Making The Best Use of Games	Shiroyama
Sharma	Teaching Of Reading and Writing	Momiji
Yoshida	Introduction To World Studies	H33

**4:15-5:45**

Cornwell	Observation Models	Green
Quarterman	Classroom Activities Using Dialogs	Komine
Sampson	Lern Yerself Scouse	H22
Thurston	Music In The Classroom	White
Van Assche	Learning English Through Translation	H33
White	The New Germany	Castle

**4:30-6:00**

Han	New Words	Momiji
Hiranburana	When (Not) To Use A Dictionary	H32
Ketkarn	Folk Literature	H23
Rongsa-ard	Lateral Leap Into Language	Sakura
Wong	Creative Ways With Literary Materials	Hakone

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

Kimbrough	Games-Learning And Having Fun	Sakura
Maley	Ten Generalisable Procedures	Hakone
Mori	OptimaLearning In Action	Komine
Paul	Active Learners	Shiroyama
Sharma	Challenges Of Intercultural Education	Momiji
Yoshida	Multicultural Vs. Human Rights Education	H33

**4:15-5:45**

Cornwell	Using The Native Culture	Green
Quarterman	Pronunciation Activities	Komine
Sampson	English In Aviation	H22
Thurston	Drama Circles	White
White	Waldorf Schools	Castle

**4:30-6:00**

Hoshino	Global Citizen	H32
McOmie	Learning Languages	Shiroyama
Oh	Teaching Classroom EFL Beginners	Hakone
Peirce	Sesame Street	H23
Suwa	Let's Participate In Conversation	Ocean
Tantayanusorn	Incorporating Writing Skills	Momiji

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

Kimbrough	Using Authentic Video Material	Sakura
Maley	Reformulation	Hakone
Mori	OptimaLearning In Action	Komine
Paul	Active Learners	Shiroyama
Sharma	Self-development For Teachers	Momiji
Yoshida	Environmental Education	H33

**4:15-5:45**

Cornwell	Observation Models	Green
Quartermann	Classroom Activities Using Dialogs	Komine
Sampson	Lern Yerself Scouse	H22
Thurston	Music In The Classroom	White
White	The New Germany	Castle

**4:30-6:00**

Corrigan	Strategies And Techniques In Reading	H32
Macintyre	Major League English	H33
Maneekij	Karaoke In The Classroom	Sakura
Phichaiphaet	Teaching Grammar	H23
Seto	A Way To Liven Up A Dead Class	Ocean
Srisathian	How To Cater For The Learners' Needs	Momiji

**6:45-7:30**

Maley	<i>What Price Internationalism?</i>	Main Hall
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## FEATURED SPEAKERS

**Robert Hazen**

Infinity Productions  
(Former LIOJ faculty)

**Victoria Kimbrough**

The New School for Social Research

**Sumako Kimizuka**

The University of Southern California

**Alan Maley**

National University of Singapore

**Mayumi Mori**

Mori Language Educational Institute

**David Paul**

Hirodai Fuzoku Jr. and Sr. High Schools  
David's English House

**Carol Rinnert**

Hiroshima University  
(Former LIOJ faculty)

**Alex Sharma**

Concordia University

**Shinichiro Yoshida**

International Education Resource and Information Center (ERIC)

# INTERNATIONAL SCHOLARS

**Rosario Francisco**

International Catholic Migration Commission

**KyungWoon Han**

Daeyon Girls' Junior High School

**Samang Hiranburana**

Srinakharinwirot University

**Tongluk Ketkarn**

Chiang Mai University

**Nipon Maneekij**

The Consortium

**Myung-Hye Oh**

Hwi-Kyong Girls' Junior High School

**Tanya Phichaiphaet**

University of the Thai Chamber of Commerce

**Antikar Rongsa-ard**

Chulalongkorn University

**Sutthirat Srisathian**

Thai TESOL

**Suwanna Tantayanusorn**

Chiang Mai University

**Matilda Wong**

City Polytechnic of Hong Kong

## SPECIAL GUESTS

**Paul Corrigan**

University of Nevada  
(Former LIOJ faculty)

**Beverly Curran**

Aichi Shukutoku Junior College  
(Former LIOJ faculty)

**Tomoko Hoshino**

Shizuoka Association for International Relations  
Hamamatsu Eigo Kenkyu-Kai

**Elizabeth King**

International Christian University  
(Former LIOJ faculty)

**Lance Knowles**

DynEd International  
(Former LIOJ director)

**Loy Soo Kiak**

Temple University Japan  
(Former LIOJ faculty)

**Duncan Macintyre**

Meiji Gakuin University  
(Former LIOJ faculty)

**Bill McComie**  
Nagasaki University  
(Former LIOJ faculty)

**Keisuke Nakayama**  
MRA Foundation

**Bonnie Peirce**  
Kanebo Limited  
(Former LIOJ faculty)

**Katsuyuki Seto**  
Tokai Language School

**Masahide Shibusawa**  
MRA Foundation

**Kyoko Suwa**  
Soai Junior College  
Kyoto Tachibana Women's University

**Annie Van Assche**  
Kyoto University  
(Former LIOJ faculty)

## International Night!

Every year we are fortunate to have guests and scholars join us from around the world for the Summer Workshop. And, of course, there is our own very diverse LIOJ teaching staff. This year for the first time, we are holding an International Night to give everyone a chance to meet and learn about each other's countries.

This is a special event which will be held on Wednesday night at 7:00. Main Hall will be turned into a *matsuri* site, complete with exciting displays, posters, music, games and more put on by guests and teachers. One booth will be for participants who would like to introduce everyone to their region of Japan.

There will also be a center stage for live performances— including a local *taiko* drum troupe... and if you're *really* brave, why not take the spotlight yourself? You and your friends can demonstrate a part of Japanese culture, such as a traditional song, dance, or musical instrument. If you are interested, please contact the LIOJ office by 5:00 on Tuesday evening.

Come and have a great time during *Obon*!

## Former LIOJ Faculty!

This year, several former LIOJ faculty members living in Japan and abroad will join us to celebrate the 25th anniversary of our Summer Workshop. Some are featured speakers, while others will drop by for a day or two to give presentations, see old friends, and discover just how much things have changed (or haven't changed) since they were last here.

Welcome back!

# MORNING CLASS INFORMATION

8:45 a.m. to 12:00 noon

Two types of morning classes are offered at the LIOJ Summer Workshop. The regular 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 morning at 11:00. The class schedule is printed below.

## MORNING CLASSES DAILY SCHEDULE

### SUNDAY

Workshop Orientation General class information will be discussed.	11:00 am
Regular Language & Special Focus Class Orientation (Held in your classroom.)	7:00 pm

### MONDAY - FRIDAY

Regular Language Classes	8:45-11:45
Special Focus Classes	9:00-12:00

## REGULAR LANGUAGE CLASSES

### **A** Julie EVANS

Offered: Monday-Friday                      8:45      Green                      Maximum: 12

In this class students will participate in a wide variety of activities and discussions. Various forms of realia will be used, including videos and songs. During each class we will consider how some of the activities can be adapted to large classes.

### **B** Rebecca LONG

Offered: Monday-Friday                      8:45      White                      Maximum: 12

The primary focus of the class will be on speaking and listening skills. We will use a variety of fun activities which are primarily designed for small language classes. Be prepared to relax, laugh and have a good time as you learn!

### **C** Elizabeth KING

Offered: Monday-Friday                      8:45      Hakone                      Maximum: 12

This class will focus on listening and speaking strategies and group discussion skills with a different content focus each day. Activities will include interviews, reports and summaries designed to build confidence in the use of everyday English. Each participant will make an oral presentation and lead a discussion group on the final day of class. Participants will select from several content topics prior to the first class.

**D Mary SCHOLL**

Offered: Monday-Friday 8:45 Castle Maximum: 12

This class will help learners develop in their awareness of English pronunciation, syntax and rhythm through the use of the Silent Way. We will use and discuss a variety of correction techniques, and the last portion of each class will be devoted to feedback in order to look at the learning experience. Also, we will discuss the methodology and its applicability to your classroom.

**E Alberto CARBONILLA**

Offered: Monday-Friday 8:45 H23 Maximum: 12

Class members will participate in interactive activities geared towards developing a supportive language-learning environment. Daily class goals will include information gathering/processing, socialization, self/cultural awareness, and problem-solving. Each day we will discuss applicable second language learning assumptions, as well as how to adapt these 5-day classroom experiences to other learning situations.

**F Eric REYNOLDS**

Offered: Monday-Friday 8:45 Ocean Maximum: 12

Ever had the feeling you were speaking too politely or too casually? We all need to recognize various levels of formality in English. This class will rely on group work to access language register, as well as other activities, including games, roleplays, and affirmative-negative discussions. Some of the language areas covered will be expressing opinions, agreeing and disagreeing, and expressing sympathy. A variety of materials will be used, including video, newspaper and magazine articles.

## SPECIAL FOCUS CLASSES

### **G TEAM TEACHING SEMINAR**

Jim KAHNY & Mary Ann MAYNARD

Offered: Monday-Friday 9:00 Sakura Maximum: 30

In this seminar/workshop style class, we will focus on issues that pertain to team teaching situations in Japanese junior high schools. The class is designed for teachers who have not previously attended a team teaching class at LIOJ, and will be most worthwhile for junior high school teachers of English with limited experience. We will explore various approaches to team teaching, common problems and difficulties in team teaching relationships, lesson planning for two teachers working together in a classroom, roles of teachers and other relevant topics. Because we will often wish to simulate a typical team teaching classroom setting, two teachers will share this class, and it is open to 30 participants.

### **H WHAT'S SO FUNNY ABOUT THIS?**

Ken FUJIOKA

Offered: Monday-Friday 9:00 Red Maximum: 16

Mr. Mom, a humorous movie, will be the vehicle for participants to develop listening comprehension and speaking skills. The movie will be used in a variety of activities to facilitate learning, understanding many aspects of humor, and comprehending new vocabulary and idioms and American culture. Ways of building in fun, communicative activities in participants' own English classes will also be discussed.

## **I GLOBAL ISSUES**

Lynn BERGSCHNEIDER

Offered: Monday-Friday 9:00 Momiji Maximum: 18

In this class, we will use videos, songs, advertisements and other sources for language work and discussion. Issues to be covered include (but are not limited to) the environment, world population growth and hunger, the "global village" or "one world" perspective, and racism and power issues. We will also look at the work being done to try and solve these problems. Since the primary focus of this class is language, materials and activities will be appropriate for a small class size and upper-intermediate to advanced students. If participants choose, we can discuss how activities can be adapted to their classes or share other activities participants have used.

## **J AN AMERICAN TV SAMPLER**

Laurie TELLIS

Offered: Monday-Friday 9:00 H22 Maximum: 16

In this class we will watch, listen to, and discuss segments of popular American TV programs. As active viewers, participants will practice techniques to maximize comprehension of "authentic" English. We will also consider what these programs show us about American viewpoints on contemporary issues, from race relations to gender roles. A variety of listening and speaking activities will be included, as well as some writing. If participants wish, we may devote some time to discussing methods of using video materials in the classroom.

## **K SURVIVAL CHINESE: LANGUAGE, CULTURE AND METHODOLOGY**

WANG Chang-qi

Offered: Monday-Friday

9:00

H32

Maximum: 20

Here's your chance to become a student again - and learn Chinese! Participants will spend half the class time studying "Survival Chinese", 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, and how to transfer activities to your classes or change 'unsuccessful' activities so they succeed. There will also be a team teaching demonstration during one lesson with a native and non-native speaker of the target language. Enjoy a new language and culture while you pick up some practical teaching techniques! (Sorry, but this class is for beginners of Chinese only.)

## **L PORTUGUESE: LANGUAGE TEACHING THROUGH LANGUAGE LEARNING**

Louise ALEIXO

Offered: Monday-Friday

9:00

H33

Maximum: 20

In this class students will experience language-learning through the direct method approach. The course will focus on survival Portuguese while also incorporating feedback sessions and analysis of how the method and activities can be adapted. Participants will be encouraged to share their own experiences to help develop better ways to fulfill individual learner needs. In addition, cultural activities, such as a slide-show and tasting Portuguese food, will be enjoyed by everyone.

# PRESENTATION ABSTRACTS

Listed in alphabetical order by presenter.

## **ISOLATION IN TEACHING: a Long-distance Approach to Reflective Teaching**

CORNWELL, Steve

Offered: Monday

4:15 Green

Maximum: 30

Teaching has been called an "egg carton" profession: each teacher exists in their own cubicle. In Japan, this sense of isolation is especially common. Two teachers from different parts of Japan attempted to address this issue. Their conversations/journals form the basis of this presentation. Working together these teachers saw that it is possible to share reflections and, thereby, overcome the sense of isolation that is prevalent. By communicating weekly, they shared issues they were reflecting upon in their teaching. Other questions addressed in this presentation include: What is reflection? and Why should teachers reflect on their teaching?

## **OBSERVATION MODELS: What can they really show us?**

CORNWELL, Steve

Offered: Wednesday & Friday

4:15 Green

Maximum: 30

A holistic examination of observation models helps generate a list of general principles of observation. These principles allow educators to be objective, as they examine lessons taught in a variety of manners by teachers with differing values. It is important for observers/supervisors to examine teaching in terms of "is it good?" rather than "is it in accord with the way I teach?" The presenter will look at several different observation models and will help participants understand how models are developed. Upon completion of the presentation, participants should have a better understanding of how to choose the "right observation model" or how to design their own model.

## **USING THE NATIVE CULTURE TO TEACH THE TARGET LANGUAGE**

CORNWELL, Steve

Offered: Tuesday & Thursday 4:15 Green Maximum: 30

Our students have a great deal of knowledge about their culture. What they don't have is the language necessary to explain it in the target language. We can use what they know to teach them what they don't know. By designing lessons around their culture, we use relevant topics—topics which they will be asked about when dealing with Westerners—as frameworks to place the target language on. The presenter suggests ways of using the native culture to teach the target language. He offers ways of presenting culture along with follow-up activities that incorporate reading, writing, listening, and speaking.

## **STRATEGIES AND TECHNIQUES IN READING**

CORRIGAN, Paul

Offered: Friday 4:30 H32 Maximum: 30

What is reading? During this presentation, you will be invited to explore that perennial question and consider the implications for teaching reading in your own classroom. The presenter will offer some ideas about what reading is, and you will partake in demonstrations intended to shed light on that question. You will also watch videotapes of a reading class for university-bound students and be invited to experience the same techniques that were used in that class. Strategies and techniques covered will include reading in sense groups, "read-and-look-up", and guessing meaning from context.

## **VIDEO PROJECT WORK**

CURRAN, Beverly

Offered: Monday

7:00

H22

Maximum: 30

The presenter will suggest some ways of motivating students and maintaining their interest through video project work. Activities to introduce students to using video as a language learning aid and to prepare them for project work will also be demonstrated.

## **ICMC - THE INTERNATIONAL CATHOLIC MIGRATION COMMISSION REFUGEE PROGRAM**

FRANCISCO, Rosario

Offered: Monday

7:00

Sakura

Maximum: 50

(Information not available at time of printing.)

## **PARABLES: A BRIDGE TOWARDS MEANINGFUL LANGUAGE USE AND ACQUISITION**

FRANCISCO, Rosario

Offered: Tuesday

4:30

Sakura

Maximum: 50

A parable is a short story designed to convey a truth or a moral lesson. Their simplicity and brevity make them especially accessible to second language learners. Their deeper underlying meanings invite learners to become strongly engaged in the learning process. A picture story of a parable will be used to demonstrate how a variety of teaching/learning strategies can be used to assist students in describing and analyzing a parable. Participants will identify and develop the creative language output students might produce in the process. Different parables in differing media will be provided for the participants' development of sample lesson plans.

## **IDIOMS? A PIECE OF CAKE!**

FUJIOKA, Ken

Offered: Monday

7:00

Red

Maximum: 20

In this workshop, participants will discuss and take part in numerous activities to aid and reinforce idiom learning. The utilization of students' listening, speaking, writing, and reading skills will be exploited. Activities will include games, video, telling stories and more. Participants are encouraged to bring some of their ideas for a sharing session.

## **NEW WORDS: HOW TO DEAL WITH THEM IN THE CLASSROOM**

HAN, KyungWoon

Offered: Monday & Wednesday

4:30

Momiji

Maximum: 50

Since the English language has a wider range of vocabulary than any other languages, EFL learners have to make great efforts to enrich their vocabulary. It is important that the teacher should present new words and reinforce them in a memorable, funny and easy way. Otherwise, learners may feel frustrated by the new words in each lesson. After discussion about basic questions on vocabulary teaching, the presenter will demonstrate some of the techniques which she uses in class, and participants will have a chance to play various word games which can stimulate students' interest and reinforce vocabulary learning.

## **INSIDE RUSSIA**

HAZEN, Robert

Offered: Sunday

4:30

Komine

Maximum: 40

Offered: Monday & Tuesday

1:30

Komine

Maximum: 40

The individual stories behind the images that we as a society create of other countries are fascinating. It is in these personal connections that the truth of underlying humanity and the interconnectedness of societies is revealed. Calling on 6 years of extensive travel throughout Western Russia

producing television programs, helping to start businesses, and facilitating exchanges, the presenter will share some stories of the Russia behind the media mask. Interspersing clips of video programs he has produced, the presenter will weave a picture of a varied and diverse land - a land of ancient traditions, a land shaken to its core by momentous social and economic changes, a land whose future impacts us all in a far-reaching way.

## WHEN (NOT) TO USE A DICTIONARY

HIRANBURANA, Samang

Offered: Monday	7:00	H32	Maximum: 30
Offered: Wednesday	4:30	H32	Maximum: 30

Skill with a dictionary is an essential part of foreign language learning as it lays down the basic art of language self-study. This skill consists of two components: a) the art of knowing how NOT to use a dictionary while reading and b) the knowledge of what a dictionary has to offer and how to make use of it for expanding one's knowledge of the language. The presenter will give a practical workshop on how one can guess word meanings from contextual clues. This will be followed by a demonstration of several student-generated dictionary games and activities.

## SEVERAL APPROACHES AS A GLOBAL CITIZEN

HOSHINO, Tomoko

Offered: Tuesday & Thursday	4:30	H32	Maximum: 30
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What's the aim of studying English? To be a fluent speaker or a specialist in a particular field? The presenter met Warrick Liang, former LIOJ director, during his talk on Thai refugee camps at the Summer Workshop five years ago. Since then, she has tried to hold out her hands to Asian children and help to make people aware of their role as global citizens. She will share her experiences, including the steps she has taken as an ordinary citizen to develop greater awareness in her community - steps that *you* can take.

## **THAILAND/JAPAN TEAM TEACHING EXCHANGE**

KAHNY, Jim

Offered: Tuesday 7:00 Shiroyama Maximum: 40

Imagine you are team teaching, but not in Japan! This summer, Japanese and Thai teachers of English introduced team teaching to Thai secondary schools. In this session, we will look at the LIOJ/Srinakharinwirot University team teaching project and consider the JTEs' experiences in team teaching from a new perspective. A slide presentation of team teaching in Thai schools will also be featured.

## **FOLK LITERATURE IN ENGLISH LITERATURE CLASS**

KETKARN, Tongluk

Offered: Monday 7:00 H23 Maximum: 40

Offered: Wednesday 4:30 H23 Maximum: 40

The presenter will talk about how folk literature is used in Literature class to increase interest and help students understand how literature is very close to them. Examples of folk literature and related literary works will be given together with teaching techniques used in class. The presenter will show how to familiarize and inspire students with folk literature - and lead them to the enjoyment of reading other literary works.

## **GAMES—LEARNING AND HAVING FUN**

KIMBROUGH, Victoria

Offered: Sunday 4:30 Sakura Maximum: 50

Offered: Tuesday & Thursday 1:30 Sakura Maximum: 50

People usually learn better when they are totally involved with what they are doing, when they are concentrating on solving a problem or accomplishing a task. Games not only inspire a high level of involvement, they also create a real need to communicate. These two traits make them perfect for the foreign language classroom. In this workshop, the presenter will focus on a range of games that build vocabulary, practice grammar, and

work on pronunciation while, at the same time, they require students to listen carefully and make a real effort to communicate.

## **USING AUTHENTIC VIDEO MATERIAL IN THE EFL CLASSROOM**

**KIMBROUGH, Victoria**

Offered:	Monday & Friday	1:30	Sakura	Maximum: 50
Offered:	Wednesday	1:00	Sakura	Maximum: 50

Video not only brings the target language into the classroom, it also brings images that can help explain and illustrate the language and give insights into the cultures that use it. The presenter will show how video can be used to increase students' awareness and understanding of a culture while improving their listening and speaking skills. She will show ways of making authentic videos accessible to students at all levels of language learning, and demonstrate techniques for teaching and practicing pronunciation, grammar, and vocabulary.

## **LANGUAGE FROM WITHIN: Proficiency-based Language Instruction**

**KIMIZUKA, Sumako**

Offered:	Monday	1:30	H23	Maximum: 40
Offered:	Wednesday	1:00	H23	Maximum: 40

The presenter will discuss the importance of psychological/sociocultural 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 and syntactic patterns of a target language with an adequate vocabulary size is merely a surface feature of language learning. This mastery cannot be achieved without understanding relevant cultural patterns. The goals of second/foreign language acquisition should be achieved in the following order: 1. communicability, 2. acceptability, 3.

appropriateness, and 4. accuracy. Demonstrations of instructional procedure and materials will be presented.

## **A MULTIMEDIA APPROACH TO LANGUAGE LEARNING**

KNOWLES, Lance

Offered: Tuesday

4:30 H23

Maximum: 40

Multimedia computers are changing the way languages are taught. New programs are easy to use and highly effective as supplements to the classroom. This workshop explores the role of computers in language learning, focusing on practical and pedagogical concerns of classroom teachers. We will examine sample lessons designed to improve both listening and speaking skills. Participants will take a tour of two popular courses: *Dynamic English* and *Alice in Wonderland*. No knowledge of computers is needed.

## **TASTE OF SINGAPORE**

LOY, Soo Kiak

Offered: Sunday

4:30 Ocean

Maximum: 35

Singapore is an island of contrasts: Indian temples, standing alongside churches, old Chinese warehouses a stone's throw from imposing British government buildings, mosques displaying modern architectural lines yet retaining distinctive Islamic features. The people too are equally varied, each ethnic group practising its own customs while at the same time forging a common identity. This slide show cum presentation will depict some of the places where immigrants from China, India, Malaysia, Indonesia and colonists from Britain have left their imprint, and describe some customs and festivals that are integral to each group.

## MAJOR LEAGUE ENGLISH

MACINTYRE, Duncan

Offered: Friday

4:30

H33

Maximum: 40

This presentation is based on an activity, *Rod Baseball*, developed at LIOJ to help low-level learners. Students take positions in a mini-field in the classroom, then generate and learn sentences about the slow-motion sports actions they perform. They ask and answer each other's questions about the rules of baseball, and form teams to simulate a game. Each team's ability to answer about baseball strategy determines who wins. Students learn to use grammar in communicating about something they know - and it's fun!

## TEN GENERALISABLE PROCEDURES FOR MATERIALS DEVELOPMENT

MALEY, Alan

Offered: Monday & Thursday

1:30

Hakone

Maximum: 50

The presenter will discuss ten procedures which offer teachers a way of organizing activities to be carried out on texts. Each of them covers a major procedure, for example, *Matching*, *Reconstruction*, *Expansion*. Within each procedure there are, however, extremely varied activity types. In this workshop participants will have the opportunity to experience some of the activities that the major procedures generate.

## REPETITION RE-EXAMINED

MALEY, Alan

Offered: Sunday

4:30

Hakone

Maximum: 50

Offered: Wednesday

1:00

Hakone

Maximum: 50

Repetition does not fit well into the communicative language approach. It tends to be associated with discredited earlier approaches. Yet it is obviously a widespread phenomenon both in life and in classrooms. A distinction will be made between *Quantity* repetition and *Quality* repetition. *Quality* repetition is usually 'energized' in some way and is integrated with or incidental to a task. The presenter will suggest a number

of activities to demonstrate how *Quality* repetition can be organized. They will include examples of repetition as input (e.g. *Jazz Chants*, stories) and as output (e.g. drama activities, text reconstruction).

## REFORMULATION AS A PRINCIPLE FOR MATERIALS DEVELOPMENT

MALEY, Alan

Offered:	Tuesday & Friday	1:30	Hakone	Maximum: 50
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Reformulation is related to repetition. Whereas repetition involves repeating identical language, reformulation repeats identical, or similar meanings, using different language or the same language differently arranged. It is more demanding than repetition as it acts as a bridge between the control of repetition and the freedom of fully creative expression. In this workshop, the presenter will suggest a number of activities to develop the re-shaping of language. These will include games, gapped texts, re-telling stories, re-ordering information in texts, and re-writing texts from fragments.

## KARAOKE IN THE CLASSROOM

MANEEKIJ, Nipon

Offered:	Tuesday	7:00	Sakura	Maximum: 50
Offered:	Friday	4:30	Sakura	Maximum: 50

Songs can increase students' motivation to learn English. Students, especially those having trouble learning English, feel a real sense of achievement when they are able to learn a song. Like structure drills, songs are memorable and are a fun way of practicing pronunciation. In this workshop, the presenter will show how songs can be used in the classroom to provide insight into culture, as well as being a break in the usual classroom routine. Using songs as an interactive learning technique and as a group activity will be the focus. Handouts will be provided.

## **COOKUSAI ENGLISH**

MAYBIN, Don

Offered: Monday

7:00

Hakone

Maximum: 50

In this presentation, we will discuss how to stimulate interest in other cultures and develop the traditional language learning skill areas of listening, speaking and reading through an often overlooked language acquisition device - the stomach! After identifying potential pitfalls (costs, tastes, fire hazards), the audience will join in a classroom-style demonstration which includes a variety of presentation techniques. This will be followed by a discussion of how to adapt these techniques to other classroom contexts, age groups and levels. Prepare to pick up some new teaching ideas - and recipes!

## **BECOMING INDEPENDENT**

MAYBIN, Don

Offered: Tuesday

7:00

Hakone

Maximum: 50

Tired of being tied to a desk, textbook and teacher? The presenter will discuss creative ways to become an independent learner and help you (or your students) escape from the classroom. A selection of learner strategy models will be introduced and practiced, followed by a discussion of the variety of materials and methods available to everyone in the real world.

## **READING COMPREHENSION ACTIVITIES FOR LARGE CLASSES**

MAYNARD, Mary Ann

Offered: Monday

7:00

H33

Maximum: 40

How can reading passages be made more comprehensible to junior high school students? The presenter will introduce games and activities that can be used to reinforce target grammar and vocabulary from the text, and explore ways in which reading passages can be used to encourage student motivation. Large classes? Yes! *Mombusho* materials? Yes! Something one

teacher can do alone with his or her class? Yes! Something that could involve a team teacher? Yes! Whole class activities, group and pair activities, and activities for individual students will be demonstrated.

## **LEARNING LANGUAGES: A POLYGLOT'S PERSPECTIVE**

McOMIE, Bill

Offered: Thursday

4:30 Shiroyama Maximum: 40

The presenter will demonstrate that by studying different languages, one can understand better what language is, what languages do, and how they do it, which can help one to become a more effective and confident language learner and teacher. Drawing upon my own background as a multilanguage learner and teacher, I will look at language learning and teaching in Japan and elsewhere. Participants will be given a list of questions to test their awareness of language and a list of 10 fundamental ideas and problems in language learning and teaching. Some language learning problems of Japanese college students will be analyzed.

## **OPTIMALEARNING: WHOLE BRAIN-BASED TEACHING SYSTEM**

MORI, Mayumi

Offered: Wednesday

1:00 Komine Maximum: 40

*OptimaLearning* (OL) is an accelerative teaching system developed by Dr. Ivan Barzakov and it shares some common roots with Suggestopedia. The presenter will introduce some basic theories and techniques of OL. Participants can gain a clear understanding of essential differences between this new accelerative approach and other approaches. Participants can also practice one of the most effective teaching techniques: *Reading-with-Music*.

## **OPTIMALEARNING IN ACTION**

MORI, Mayumi

Offered: Thursday & Friday 1:30 Komine Maximum: 40

How is *OptimaLearning* used in the classroom? Along with some theoretical explanations, some actual OL classroom applications will be demonstrated. The presenter will use an original English textbook *Happy Travelers in San Francisco* and specially selected music. Some of the possible ways of adapting conventional textbooks to OL will also be introduced.

## **TEACHING CLASSROOM EFL BEGINNERS THROUGH AURAL INPUT AND INTERACTION**

OH, Myung-Hye

Offered: Tuesday & Thursday 4:30 Hakone Maximum: 50

Many EFL students in Korea have little access to the target language outside of their classrooms and attempts to implement basic communicative principles in teaching in a bid to facilitate students' acquisition of communicative ability are clearly desirable. The presenter will demonstrate communicative teaching procedures for classroom EFL beginners. Most of these procedures will be framed by fluency-based receptive and productive interactions with practice back up, using a variety of teaching materials and techniques designed to create interactional activities. Aural input and the effects of interaction on students' language proficiency and attitude will be discussed. Participants are asked to take part as students.

## **MAKING THE BEST USE OF GAMES**

PAUL, David

Offered: Wednesday

1:00 Shiroyama Maximum: 40

Students learn English best when they are having fun and feel they are discovering English for themselves. However, Japanese students need an English program which uses time efficiently and has a clear direction. How can we reconcile these apparently conflicting requirements? The presenter will introduce many ideas for games and language activities which students enjoy and which can be fully integrated into a planned course. The activities will mainly be aimed at junior high and elementary school students, but the principles apply to students of all ages.

## **TRAINING JAPANESE STUDENTS TO BE ACTIVE LEARNERS**

PAUL, David

Offered: Thursday & Friday

1:30 Shiroyama Maximum: 40

Japanese students generally begin learning English with enthusiasm and curiosity, but often become passive learners who wait to receive knowledge from their teachers and who find it difficult to produce English spontaneously. In this workshop, the presenter will take a look at the reasons why students become passive learners and what can be done to prevent this from happening. The presentation will include many examples of activities which develop active learning, and ways of motivating students to speak, read and write.

## **SESAME STREET FOR ALL AGES**

PEIRCE, Bonnie

Offered: Thursday

4:30 H23

Maximum: 40

*Sesame Street* is high quality, easily accessible, authentic English learning material. Less than a third of a one-hour program is actually directed towards a very young audience. The remainder involves adults in everyday

conversations. To encourage parents to view it along with their children, the program is purposely designed to be entertaining for adults. *Sesame Street* effectively utilizes music, humour and thoughtful, contemporary story lines to make learning meaningful and enjoyable. Learn how to use various segments of the video program for different age groups, along with the dialogue supplement published by NHK on a monthly basis.

## **TEACHING GRAMMAR TO THE ACCOUNTING STUDENTS OF THE UNIVERSITY OF THE THAI CHAMBER OF COMMERCE**

PHICHAIPHAET, Tanya

Offered: Tuesday	7:00	H23	Maximum: 40
Offered: Friday	4:30	H23	Maximum: 40

The purposes of this presentation are to discuss the students' common mistakes in using grammatical features and to provide a helpful method in enabling students to use them correctly. Samples of mistakes in using verb tenses, as well as a method with instructional procedures, which was developed from two articles in "English Teaching Forum" (Volume 24, Number 2, April 1986), will be presented.

## **CLASSROOM ACTIVITIES USING DIALOGUES**

QUARTERMAN, Carolyn

Offered: Wednesday & Friday	4:15	Komine	Maximum: 24
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Dialogues can be used in many ways to practice a wide range of language skills. Participants will try a number of group activities using dialogues to focus on listening, reading, writing and pronunciation skills, language functions and conversation strategies.

## **GAMES AND GROUP ACTIVITIES FOR REINFORCING VOCABULARY**

QUARTERMAN, Carolyn

Offered: Monday

4:15

Komine

Maximum: 24

In this workshop, a variety of games and group activities for reinforcing vocabulary and motivating students will be introduced. Participants will experience doing the activities and then discuss how they can be adjusted for different levels of language ability.

## **PRONUNCIATION ACTIVITIES WORKSHOP**

QUARTERMAN, Carolyn

Offered: Tuesday & Thursday

4:15

Komine

Maximum: 24

In this workshop, participants will focus on classroom activities and games for practicing pronunciation. Some activities will focus on sentence-level stress and intonation, others will focus on specific sounds. We will also discuss developing contextualized activities that practice pronunciation skills at a discourse level.

## **USING MACINTOSH COMPUTERS TO IMPROVE TEACHING**

REYNOLDS, Eric

Offered: Tuesday

7:00

Ocean

Maximum: 35

Are you ready to be replaced and have your students taught by a computer? Well, not quite yet.... The goal of this workshop is to help teachers use the equipment they already have (or affordable equipment they could acquire) to improve their teaching. The audience should have some limited experience for this problem-solving session. We will consider hardware, software, classroom needs and uses. Before attending this session, please fill out a questionnaire located next to the presentation sign-up sheet.

## **IMPROVING STUDENTS' ENGLISH COMPOSITION**

RINNERT, Carol

Offered: Monday

1:30 Shiroyama Maximum: 40

The presenter gives results of original research on two composing processes by Japanese students and on writing evaluation by Japanese and native English teachers. The results of the first project indicate that (1) for lower proficiency students, writing in Japanese and then translating into English produces higher quality writing than composing directly in English, (2) for intermediate level students, translating from Japanese to English produces more serious grammatical and lexical errors than composing directly in English, and (3) for students of both proficiency levels, oral proficiency correlates more highly with writing quality than grammar knowledge does. The second project showed that content, development of ideas, clarity, organization, culturally-influenced rhetorical pattern, and language use are important factors contributing to writing quality. Implications of these findings for teaching English writing to Japanese students will be explored.

## **SOCIOLINGUISTIC RULES OF APPROPRIATENESS**

RINNERT, Carol

Offered: Sunday

4:30 Shiroyama Maximum: 40

Offered: Tuesday

1:30 Shiroyama Maximum: 40

Communicative competence in a language involves much more than linguistic knowledge. Cultures differ in terms of ways to respond appropriately to requests, compliments, invitations, and apologies, as well as ways of opening and closing conversations, showing interests as a listener, and dealing with interruptions. In this workshop, the presenter will focus on a variety of such cross-cultural differences in order to foster awareness of ways to help Japanese students develop the ability to participate effectively in English conversation.

## **A LATERAL LEAP INTO LANGUAGE: Fun With Hypothesis**

**RONGSA-ARD, Antikar**

**Offered: Monday & Wednesday 4:30 Sakura Maximum: 50**

The presenter will demonstrate how Edward de Bono's "lateral thinking" techniques can be applied in English language teaching. Different materials (e.g. puzzles, games, jigsaw reading, table dictation) designed according to the learner-centered approach and incorporating the four skills - speaking, listening, reading and writing - will be presented. Also, the grammar and vocabulary used in hypothesis-making will be discussed. A video on student-created games will be shown and participants will also have the chance to explore the possible use of materials to best suit their own students' learning styles, personalities and interests.

## **ENGLISH IN AVIATION: Jargon On The Flightdeck**

**SAMPSON, James**

**Offered: Monday & Thursday 4:15 H22 Maximum: 30**

Referring to a Prentice Hall publication, the presenter will give a brief introduction to the operational language used on the flightdeck and in air-to-ground communication, including the concessions made for non-native speakers. A brief reference to the problem of linguistic chauvinism will also be included.

## **FLYING TRAINING: From Introductory Lesson To License**

**SAMPSON, James**

**Offered: Tuesday 4:15 H22 Maximum: 30**

This presentation will cover the basic lessons leading to the Private Pilot's Licence, both in the air, and the classroom theory. The very personal relationship that develops between student and instructor will be emphasized, as well as the necessity to monitor the reactions of the student to stress and his/her response to unusual or unexpected conditions.

## **LERN YERSELF SCOUSE: Or How to Talk Proper in Liverpool**

SAMPSON, James

Offered: Wednesday & Friday 4:15 H22 Maximum: 30

A brief introduction to the argot (slang) of Britain's leading metropolis and the geographic, historical, and ethnic factors that have led to its distinctive character. Mention will be made of the Beatles - especially the writings of John Lennon and the "in" jokes that appear in some of his songs.

## **A WAY TO LIVEN UP A DEAD CLASS**

SETO, Katsuyuki

Offered: Monday 7:00 Ocean Maximum: 35

Offered: Friday 4:30 Ocean Maximum: 35

The presenter will share with the audience a teaching method which has students draw pictures on the blackboard and/or in their notebooks during English class. This method has been tried with classes of various ages with great success and enthusiasm observed on the part of the students. Today, we find a plethora of English teaching materials on the market but very few that allow students to create texts themselves. With this method we may discover what students want to learn and how to get them involved in class.

## **CHALLENGES OF INTERCULTURAL EDUCATION**

SHARMA, Alex

Offered: Monday & Thursday 1:30 Momiji Maximum: 50

The presenter will discuss his work with teachers in Montreal schools. Over the past few years, classes have become increasingly multilingual and multicultural, and he will explain steps being taken to assist teachers in this new, ever-changing environment. A video of multicultural classes in Quebec will be shown.

## **SELF-DEVELOPMENT FOR TEACHERS**

**SHARMA, Alex**

Offered: Tuesday & Friday 1:30 Momiji Maximum: 50

In this workshop, a video of an actual class will be used to identify how instructors base their teaching on beliefs and theories of teaching and learning. Self-evaluation forms used for teacher development in pre-service and in-service teacher training at Concordia University will also be distributed and discussed.

## **THE TEACHING OF READING AND WRITING**

**SHARMA, Alex**

Offered: Sunday 4:30 Momiji Maximum: 50

Offered: Wednesday 1:00 Momiji Maximum: 50

The presenter will demonstrate how reading and writing are two sides of the same coin. First, materials selection, text selection and theme selection will be discussed. This will be followed by participants creating their own activities both for preparing and helping students to read. Materials prepared for reading will then be used to develop writing skills.

## **HOW TO CATER FOR THE LEARNER'S NEEDS**

**SRISATHIAN, Sutthirat**

Offered: Tuesday 7:00 Momiji Maximum: 50

Offered: Friday 4:30 Momiji Maximum: 50

This paper/demonstration will address the relationship between different learning styles, learning strategies and classroom activities using the following steps: (1) Categorize learning styles into types with their related learning strategies, (2) discuss the different types of learning strategies with related classroom language activities, and (3) attempt to describe the characteristics of activities corresponding to each learning style.

## **LET'S PARTICIPATE IN CONVERSATION: A WAY TO TEACH TWO MACRO SKILLS**

SUWA, Kyoko

Offered: Tuesday & Thursday 4:30 Ocean Maximum: 30

Teaching English to thirty students is not easy, especially speaking and listening in an EFL context. Problems exist, such as learner passivity or unwillingness to join in unless called upon. When the instructor pays attention to one group, the other groups are busy chatting in the L1. One can cope with such problems by having learners focus on activities and finding a way to motivate them. Examples include teaching learners how to negotiate for meaning and in-class assessment. Demonstration of classroom procedure will be presented after a brief description of the teaching plan.

## **INCORPORATING WRITING SKILLS INTO BASIC LITERATURE CLASS**

TANTAYANUSORN, Suwanna

Offered: Tuesday & Thursday 4:30 Momiji Maximum: 50

The primary focus of the presentation will be on reading and writing skills. Reading in a basic literature class is no longer an end in itself. It is strengthened by writing skills, which are also improved. The presenter will demonstrate how to incorporate two different courses' assignments together (basic literature and writing courses for Thai university students), thus ensuring both classrooms become learner-centered.

## **ALTERNATIVE COMMUNICATION**

THURSTON, Gina

Offered: Tuesday 4:15 White Maximum: 20

While many of us are given the opportunity to learn a second or third language, there exists a minority among us who do not have the luxury of being able to speak in their mother tongue. The presenter will raise issues

surrounding these challenged individuals and discuss alternative approaches to communication for people with special needs.

## **DRAMA CIRCLES**

THURSTON, Gina

Offered: Monday & Thursday 4:15 White Maximum: 20

Drama at various levels is not only helpful, but necessary to some degree in exploring language. *Drama Circles* is a guided approach to drama which allows students to maximize their own creativity cooperatively without pressure and intimidation. The activities are student-centered, enjoyable and everyone who attends is encouraged to join in - and have a good time!

## **MUSIC IN THE CLASSROOM**

THURSTON, Gina

Offered: Wednesday & Friday 4:15 White Maximum: 20

Music can be useful in the EFL/ESL classroom both as a tool and as a topic. This presentation will look at issues, topics and approaches to music, while providing an assortment of ideas for music activities with students.

## **LEARNING ENGLISH THROUGH TRANSLATION ISN'T ALL BAD**

VAN ASSCHE, Annie

Offered: Wednesday 4:30 H33 Maximum: 40

The Direct Translation Method of learning English has long been used in Japan and recently taunted as ineffective, even as one cause for the poor learning performance of local students of English. The mistake in using this method, however, lies in that students are not taught the sociolinguistic relevance of the information they are translating. The presenter will explore how translation can be an effective tool in exemplifying how ideas (not words) are expressed differently in two languages.

## **EUROPEAN INTEGRATION: The Single Market & Beyond**

WHITE, Colin

Offered: Tuesday 4:15 Castle Maximum: 35

What is meant by the European Community and European unity? Who are the EC 12 and why did they embark on a single market program? What does this mean for world trade? In this workshop, discussion will focus upon recent European efforts towards political and economic union. The audience will not only listen to the presenter, but will also view a video and summarize in a variety of activities. Be prepared to ask questions!

## **THE NEW GERMANY: United We Stand**

WHITE, Colin

Offered: Wednesday & Friday 4:15 Castle Maximum: 35

What comes to your mind when you think of the New Germany? Unification has lead Germany into a political, economic and social crisis which is now spilling over into Europe. The presenter will discuss how Germany is coping with the problems of unification. Can the West German economy absorb former East Germany? What are the social challenges facing a united Germany? Come and find out.

## **WALDORF SCHOOLS IN GERMANY: An Alternative Approach To General Education**

WHITE, Colin

Offered: Monday & Thursday 4:15 Castle Maximum: 35

Have you heard of Germany's Waldorf schools? Students do not get grades, never fail, and stay together in one class for twelve years. Students also engage in eurhythmics, a form of recreational exercise, and are not supposed to watch TV. What is perhaps most interesting, however, is that the Waldorf schools are outperforming the national average academically. In this workshop, a brief outline of the Waldorf school system will be presented, followed by discussion and questions from the audience.

## **CREATIVE WAYS WITH LITERARY MATERIALS**

**WONG, Matilda**

**Offered:** Monday & Wednesday      4:30      Hakone      Maximum: 50

Are literary materials too difficult for your students? Does your syllabus ever include literary materials? What if you were not a literature major and have had no training in developing or using literary materials? Can you teach language through literary materials? In this workshop, the presenter will address the above questions through presentation and demonstration on the use of literary materials in a language classroom. Participants will find teaching language through poetry, drama and novels not merely a possibility for them and their students, but an effective way to bring about a creative classroom.

## **INTRODUCTION TO WORLD STUDIES**

**YOSHIDA, Shinichiro**

**Offered:** Sunday      4:30      H33      Maximum: 40

**Offered:** Wednesday      1:00      H33      Maximum: 40

The modern world is increasingly becoming one world - a single world society in which we are all connected. Its future and our personal futures are inextricably linked. What should we teach children in schools about world society and the changes taking place in it? And how should we teach? The presenter will discuss how can we tackle controversial issues in a fair and interesting way.

## **MULTICULTURAL VS. HUMAN RIGHTS EDUCATION**

**YOSHIDA, Shinichiro**

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

With the adoption of a new English syllabus at junior and senior high schools levels, both intercultural communication and multicultural education are even more emphasized. But, is multicultural education, or learning about other countries, other people, and other cultures, enough?

The presenter will introduce various methods to incorporate intercultural communication and multicultural education in language teaching. Participants will have a chance to experience classroom activities, such as brainstorming, roleplay and story-making which also promote a respect for human rights.

## ENVIRONMENTAL EDUCATION

YOSHIDA, Shinichiro

Offered: Tuesday & Friday

1:30 H33

Maximum: 40

Today, we are faced with critical environmental problems: both local and global. How can we, as educators, present these controversial environmental problems in a fair and appealing manner to our students? "What is important for teachers is to recognize that in environmental conservation as well as in most human activities there are no right and wrong answers - only wise and intelligent choices. There, the goal of the teacher should be to help students develop skills in evaluating and in making careful decisions rather than to indoctrinate them with 'correct' opinion."\* By referring to the most popular American Environmental Education program: *\*Project Learning Tree*, the presenter will introduce innovative learning activities with suggestions of how these can be adapted for language classes.

## GUEST BIOGRAPHIES

**ROSARIO FRANSISCO** graduated from the University of the Philippines with a degree in Linguistics. Her professional experience includes one year translation and literacy work among tribal minority groups in the Philippines, and over six years experience with ICMC Philippines, teaching English and Cultural Orientation to Indochinese refugees bound for resettlement in the U.S.A.

**KYUNGWOON HAN** received a M.Ed. in English Education from Ewha Womans University in Seoul. During graduate school, she part-time taught English at Ewha Womans University Junior High School for one year. She then taught at Kyunsang Junior College and Sungshim Junior College in Pusan. She is presently an English teacher at Daeyon Girls' Junior High School in Pusan.

**ROBERT HAZEN** is the President of Infinity Productions, a television/media production company which has focused on projects in the former Soviet Union since 1987. A former LIOJ teacher in 1976-77, and graduate of the International Management Program at the School for International Training, he now lives in Portland, Oregon.

**SAMANG HIRANBURANA** is a lecturer in Language Testing in the Diploma in TEFL and in Semantics in the M.Ed. Linguistics programs at Srinakharinwirot University, Bangkok. She is also assistant to the SWU President in Research and International Relations. She holds a Ph.D. in Linguistics from S.O.A.S., University of London

**TOMOKO HOSHINO** graduated from Shizuoka Women's College, majoring in English Literature. She is a program coordinator of SIR (Shizuoka Association for International Relations), ESG (Hamamatsu Eigo Kenkyu-Kai), JALT officer in Hamamatsu, a member of AETC (The Association of English Teachers of Children) and an English instructor.

**TONGLUK KETKARN** is an English instructor at Chiang Mai University, Thailand. She received an M.A. in English (Literature) from Chulalongkorn University. She teaches fundamental English to the first year Science students from different faculties, and some Writing and Literature courses to the English major students. She enjoys reading and traveling.

**VICTORIA KIMBROUGH** is a free-lance ESL material writer and consultant, and the coordinator of the English Language Teaching Certificate program at the New School for Social Research. She has taught ESL/EFL and/or trained teachers worldwide since 1969. She is the co-author of various communicative language books.

**SUMAKO KIMIZUKA** received her doctorate in Education from UCLA and is associate professor and chairperson 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-five years ago. She has published extensively on teaching English for communication and to Japanese students, in particular. She is also author of the book, *Teaching English to the Japanese*.

**ELIZABETH KING** holds an MA in Education (EFL) from the University of Colorado. She worked with secondary students in Tanzania, and with Southeast Asian refugees and Japanese businesspeople in America, before coming to LIOJ for 3 years. She now teaches at International Christian University. This is her 8th Summer Workshop.

**ALAN MALEY** graduated from the University of Cambridge and went on to post-graduate work at the University of Leeds. He worked worldwide for the British Council between 1962-88. He was Director-General of the Bell Educational Trust from 1988-1993, and is currently a Senior Fellow at the National University of Singapore.

**NIPON MANEEKIJ** taught ESL to adults at the Consortium, an education program for refugees in Thailand, for over five years. He then became a teacher trainer. He is presently in charge of the tutorial program and the resource center of the Consortium's learning center. He is a graduate of Ramkhamhang University, Bangkok.

**MAYUMI MORI** is a leading proponent of accelerative learning and OptimaLearning in Japan. She holds an EdD and is currently visiting instructor at Nihon University, chairperson of the Japan OptimaLearning Research Group (JORG), and director of the Mori Language Educational Institute. She has published books on accelerative learning.

**MYUNG-HYE OH** received an M.Ed. in English Education from the Graduate School of Education at Ewha Womans University in Seoul. She had many experiences using her English during her college years and participated in programs, taking her as far as Vancouver, Canada. She presently teaches at Hwi-Kyong Girls' Junior High School.

**KEISUKE NAKAYAMA** is managing director of the MRA Foundation and director of Asia Center Odawara. In his youth, he was deeply involved in the cultural exchange program, "Up With People" and travelled to the America's and throughout Asia. Prior to joining the MRA Foundation in July, 1992, he worked with the international joint venture company *JATCO* as administrative manager.

**DAVID PAUL** has been teaching at Hirodai Fuzoku Junior and Senior High Schools for just over ten years. He is also the owner of David English House, which has fourteen schools in Hiroshima Prefecture and is the center for many TEFL projects. His course 'Finding Out' has become a best seller in Japan.

**TANYA PHICHAIPHAET** received her B.A. degree in Linguistics from Thammasat University in 1983 and received her Master of Education degree in Educational Linguistics from Srinakharinwirot University in 1988. Since then she has been teaching English for Accountancy students at the University of the Thai Chamber of Commerce, Bangkok.

**CAROL RINNERT** received a Ph.D. in Linguistics from State University of New York at Buffalo. She teaches English and Sociolinguistics at Hiroshima University. A former LIOJ teacher and Fulbright lecturer, she has done research and is interested in Middle Eastern and Japanese dance, billiards, and mystery stories.

**ANTIKA RONGSA-ARD** is associate professor at Chulalongkorn University Language Institute (CULI). She has been teaching English for 16 years. Her main interests include classroom-centered research, materials development and teacher training.

**KATSUYUKI SETO** is a graduate of Toyota Technical College. After working for a computer software firm, he taught at ECC language school and the YMCA in Nagoya for 20 years. Five years ago he started his own language school. He teaches a variety of classes using different methods.

**ALEX SHARMA** has been involved in pre-service and in-service secondary and adult level teacher development at Concordia University in Montreal, Quebec since 1975. For the past three summers he has contributed to secondary teacher development and development of a new secondary syllabus in Thailand, and given workshops in Malaysia and Singapore.

**MASAHIDE SHIBUSAWA** is Executive Director of the MRA Foundation, which sponsors LIOJ and other intellectual exchange activities. He is a graduate of Tokyo University and has participated in programs at Stanford University, Cornell University, and the Universitas Satya Wacana of Central Java. He has also been a visiting scholar at the Royal Institute of International Affairs in London, the University of Alaska, and Portland State University, and has published numerous works.

**SUTTHIRAT SRISATHIAN** received a B.A. in English and Literature from Srinakharinwirot University, Bangsean campus, Chonburi, Thailand. After graduation, he taught English to M.4,5 and 6 students for five years at Bungkan School. Presently he is working for an M.Ed. in Educational Linguistics at Srinakharinwirot University, Prasarnmit, Thailand.

**KYOKO SUWA** has a M.A. in Education from Temple University. She is currently teaching at Soai Junior College in Osaka and Kyoto Tachibana Women's University, and has been a research student at Osaka University. Her research interests are classroom research processes and product-oriented research, multimedia education and psycholinguistics.

**SUWANNA TANTAYANUSORN** is a native of Thailand. She is currently teaching English Literature and fundamental courses at Chiang Mai University. She received M.Ed., Ed.S., and M.A. (English) degrees from the University of South Alabama, Alabama, USA.

**MATILDA WONG** holds a Master's degree in English Language Teaching from the University of Warwick, Coventry, England. She has taught in secondary schools in Hong Kong and is currently Assistant Lecturer at the City Polytechnic of Hong Kong. Her major interests include ESL teaching, literature in language teaching and teacher education.

**SHINICHIRO YOSHIDA** is Director of the the International Education Resource and Information Center (ERIC). He is a graduate of both the Massachusetts Institute of Technology and the University of California at Los Angeles, where he studied City Planning. He has been a research scholar with Nomura Research Institute and the NGO Study Group among others, and has published numerous works.

## FORMER LIOJ FACULTY BIOGRAPHIES

PAUL CORRIGAN came to LIOJ from Washington, D.C. in 1989 expecting to stay one year in Japan. Instead, he taught for three years at LIOJ, then a semester at Huron University. He now teaches at University of Nevada, Reno-Japan. Paul received his MA in TESOL from Columbia University Teachers College in 1992.

BEVERLY CURRAN has an MA (English Literature) from the University of British Columbia in Vancouver, Canada. She is currently teaching at Aichi Shukutoku Junior College in Nagoya, and is the Japan field editor for Oxford University Press.

LANCE KNOWLES, a former LIOJ director, is president of DynEd International, a multimedia company based in San Francisco and specializing in language education. He has authored EFL textbooks and multimedia CD-ROM titles, including *Dynamic English* and *Functioning in Business*.

LOY SOO KIAK came to teach at LIOJ after completing an M.A. in Linguistics from Lancaster University in the UK. Prior to that, she taught English Language at a high school in Singapore. She is currently teaching at Temple University Japan.

DUNCAN MACINTYRE taught at LIOJ from 1984 to 1986. He has taught in Europe at the *Institut des Sciences Politiques* in Paris and Pilgrims School in Canterbury, England. He now works at Meiji Gakuin University, and is interested in teaching English through drama, writing with computers, and working with students who have failed English courses.

**BILL McOMIE**, a former LIOJ teacher known for his Russian dancing and lectures about the former USSR, speaks Russian, German, Japanese, and English, among other languages. He has taught English and Russian in the USA, Europe, the Middle East and Japan. He now teaches English and Comparative Culture and Literature at Nagasaki University.

**BONNIE PEIRCE** has taught English in Japan for five years. She has experience teaching a wide range of students from business managers to young children. She is a business graduate of Ryerson Polytechnical University, and is currently working for Kanebo Limited. Bonnie is also faced with the challenge of teaching her young daughter two languages.

**ANNIE VAN ASSCHE** began her sojourn in Japan 7 years ago as an instructor at LIOJ, and currently attends lectures on Buddhist Art History at Kyoto University while teaching translation skills for a company in Osaka.

(Also, see Guest Biographies for Robert Hazen, Elizabeth King and Carol Rinnert.)

## LIOJ FACULTY & STAFF

### BIOGRAPHIES

LOUISE ALEIXO was born in Angola but raised in Canada, where she obtained a B.A. in English Literature and Sociology from the University of Toronto. She then went on to receive a Royal Society of Arts (RSA) Certificate for TEFL in Portugal where she taught EFL for 5 years before coming to Japan. Her interests include reading, dancing and travelling.

LYNN BERGSCHNEIDER received a BS in Business Administration from the University of Illinois at Urbana-Champaign. She then worked in international marketing. She is an MAT (TESOL) candidate from the School for International Training. She has taught immigrants in Chicago and university students in Ecuador. Lynn is interested in *ikebana* (Sogetsu), chocolate and cooking.

ALBERTO CARBONILLA has a B.S. in Business Administration from the University of the Philippines. He has been a CPA, stage-actor and singer. He worked for International Catholic Migration Commission as ESL Teacher and Cross-Cultural Trainer for 6 years; then, as the Curriculum Developer-Training Officer for International Social Services. 'Abet' has also trained hotel managers, and Filipino overseas contract workers.

STEVE CORNWELL has held a variety of jobs, including management consultant and data processing instructor. He has taught in the United States, Ecuador, and Japan. In addition to graduate degrees in Arts Administration and Theatre Arts, he is a candidate for an MAT from the School for International Training in Vermont. Steve also has a certificate in ESL from the New School for Social Research.

**JULIE EVANS** is from New Zealand. She has a Bachelor of Education from Massey University and a Teaching Diploma from the Palmerston North College of Education. She is a teacher in the Community Program, which involves teaching students of all ages. She has also team taught in Odawara City Junior High Schools. Her interests include swimming, skiing, scuba diving and penpals.

**KEN FUJIOKA** received a BS in Petroleum Engineering from Marietta College in Ohio. He worked as a petroleum engineer in Texas. After moving to Fort Worth, Ken studied at seminary where he received a Master's in Theology. Then he went to California State University for his MA in Linguistics, and taught ESL at an English Institute. He likes all sports, and collects 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. Her hobbies are jazz dance and sewing patchwork.

**YOSHIKO IWAMOTO** majored in English Literature at Meiji Gakuin University. Yoshiko works primarily with Community Program matters. Her hobbies are baking and playing tennis.

**JAMES KAHNY** has a BA in German and Political Science from Western Washington University. He worked as a construction supervisor building schools in West Africa for two years, then taught English for two years in Miyagi-ken and for one year in Seoul, Korea. He enjoys playing sports (especially basketball), collecting many things (stamps, beer cans, etc.), and learning about education in Japan.

**AYA KIMOTO** is temporarily working at LIOJ this summer. She is a rising sophomore at Brown University in Providence, R.I. in the United States. She grew up in New York City and Rome, Italy, and loves to travel, talk and have a good time.

**REBECCA LONG** received her M.S. in Higher Education, Indiana University, and a TEFL Certificate from Transworld Teachers, San Francisco. She was a Financial Consultant for Merrill Lynch, Inc., and Fidelity Investments, Inc. She taught EFL for 2 years in Rhodes, Greece. Before coming to LIOJ, she taught Business English in Kurashiki. She enjoys traveling and hiking.

**KAZUMI MASUDA** is responsible for accounting details, among other office duties. She was an English Literature major at Ohtsuma Women's College. Her hobbies include watching movies and scuba-diving, and she can often be found in the waters off the Izu Peninsula. This is her first Workshop.

**DON MAYBIN** received his MA in Applied Linguistics from the University of Essex (UK). He has been teaching for almost 20 years - most of them in Japan - with students of all ages and levels, and has been director of LIOJ since 1991. He loves cooking - and eating - spicy foods.

**MARY ANN MAYNARD** has been at LIOJ since December of 1990 and is currently supervisor of the Community Program. She has a degree in English and Philosophy from Cornell college in Iowa. She has taught in *jukus*, businesses, junior colleges, primary and secondary schools. Current interests include comparative mythology and folklore, travel, and cooking.

**KAORU OGURA** is responsible for financial matters and overseeing Business, Community and other special program details. She supervises inner-office business and serves as a liaison with Asia Center Odawara staff. This is her 9th Workshop and she feels it's the most enjoyable part of her job at LIOJ!

**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. She enjoys studying tea ceremony.

**CAROLYN QUARTERMAN** received a BA in Modern Languages (French and Russian) from Knox College and an MA in TESL from the University of Illinois at Urbana-Champaign. Before coming to LIOJ, Carolyn taught at Four Seasons Language School and Hamamatsu Junior College in Shizuoka Prefecture. Her interests include tennis, swimming, photography and studying Japanese.

**ERIC REYNOLDS** attended the University of Arizona, studying Astronomy and Physics, until it proved so difficult that he switched to English Literature. To learn about humanities, he traveled through Europe and North America. He has taught English in Bellevue, Washington and Gotemba, Shizuoka. His hobbies include volleyball and investigating words.

**JIM SAMPSON** grew up in Lancashire, England. After graduating as a mining engineer in 1952, he joined the Royal Air Force and was commissioned and trained as a navigator. He devoted the next 38 years to aviation, both military and civil. After retiring, he took the Royal Society of Arts (RSA) Certificate in TEFL. This is his first job in a new career. He enjoys cycling, running, skiing, mountaineering, and sailing.

**MARY SCHOLL** studied public policy at the University of North Carolina, then taught Spanish to children in North Carolina, teenagers in Rochester, New York, and university students in Vermont. Currently, she is a candidate for the MAT from the School for International Training in Brattleboro, Vermont. Reading, writing, craftwork, traveling, cooking and eating give her great joy.

**KASUMI SHUTO** provides clerical assistance to the director and the Thailand/Japan Team Teaching Exchange Program. She is a student in the LIOJ Community Program, and her hobbies include skiing, travelling and camping.

**LAURIE TELLIS** is from Long Island, New York. She has earned a BA in Creative Writing and Linguistics from the State University of New York at Binghamton, and the International House Preparatory Course Certificate in TEFL. She is currently the Business Communication Program supervisor at LIOJ. Her interests include reading, writing, theater, and attempting to speak Japanese.

**GINA THURSTON** is from Ontario, Canada. She is a graduate of Queen's University with Bachelor degrees in both English and Education. Before coming to Japan, she worked as a counsellor with developmentally-challenged adults. She has been in this country since November, 1992 teaching EFL and satiating her travelling bug.

**WANG CHANG-QI** received her MAT in TESL from Georgetown University, Washington, DC. She is a retired Associate Professor from Beijing Second Foreign Language Institute, Beijing, China. In addition to teaching as an EFL instructor from 1960, she functioned as an administrator from 1984 to 1987. Wang is interested in plays, Peking Opera, sightseeing, reading and socialising.

**COLIN WHITE** was born in London, England, but grew up in Freiburg, Germany. He received his B.A. in International Relations and Economics from the University of Toronto and his M.Phil in the same field from Oxford University. Colin is interested in languages and is now trying to acquire a basic knowledge of Japanese.

## 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.

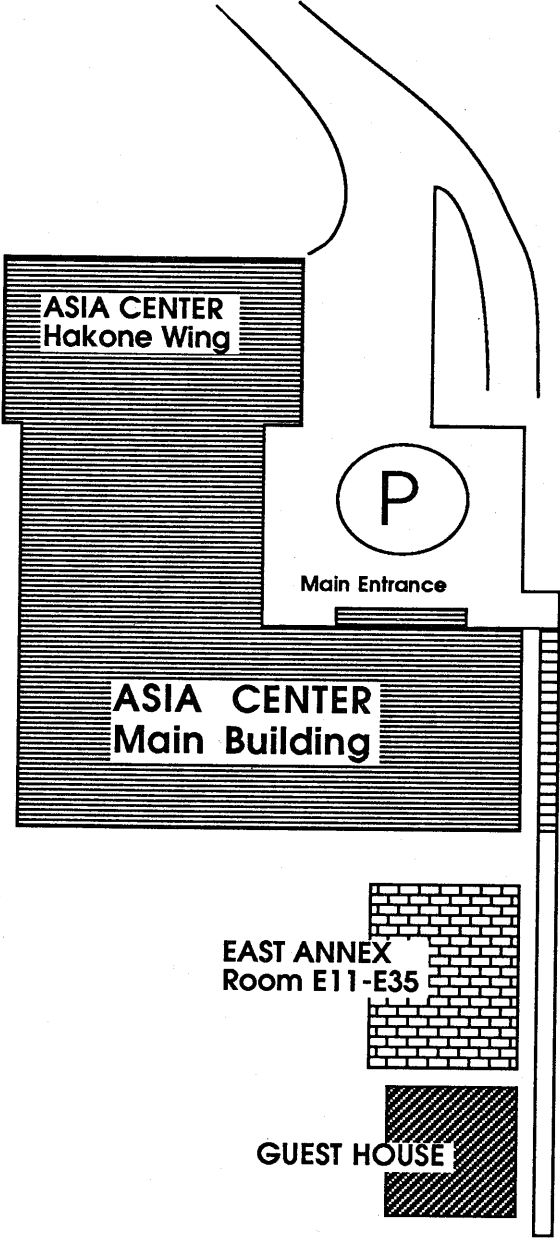
LIOJ began as, and in many ways remains, an experimental school specializing in preparing Japanese to work and/or study abroad. Programs are offered in an English-only atmosphere, simulating a foreign culture and environment. Emphasis is placed on interaction more than analysis. Creative teaching is 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 respected academic journal, *Cross Currents*. LIOJ was also the site of the first annual TEFL Conference in Japan in 1975, which was instrumental in the creation of the Japanese Association of Language Teachers (JALT). In 1988, LIOJ founded a well-respected team teaching program - the International Understanding Program - which carries on today in junior high schools in Odawara under the auspices of the Odawara City Board of Education.

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, while over 190 teachers and students from Thailand, Korea, Hong Kong, the Philippines, Malaysia, and China have participated in LIOJ's programs.

In the future, LIOJ 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 ODAWARA Building Location



# Asia Center ODAWARA Building Map



— LAYOUT —

