

~ 32<sup>nd</sup> Annual ~

**International Summer Workshop  
for  
Teachers of English**

**August 6 ~ 11, 2000**



LIQJ

LANGUAGE INSTITUTE OF JAPAN

ASIA CENTER ODAWARA  
Odawara, Kanagawa



# WELCOME!

~ Message to Participants and Guests ~

Welcome to Odawara and to the 32<sup>nd</sup> Annual LIOJ International Summer Workshop for Teachers of English! We are pleased to welcome participants from around Japan, and guests from around the world.

We look forward to a great Workshop again this year: a week of language classes, teacher-training workshops and presentations, and many other activities conducted in a residential, English-only environment. Most importantly, the Workshop is a yearly reunion with old friends, and a chance to make new ones.

Everyone has pre-registered for a morning class - either a regular language class or a special focus class. We hope your class will give you the opportunity both to brush up your English and to gain further insights into communicative language teaching.

The Workshop program also includes presentations by well-known language teachers, some of whom are popular presenters from past Workshops, and some of whom are joining us for the first time. Presenters will speak on a wide variety of topics, including current trends and methods in language teaching. This year's program features a selection of fifty presentations.

And, of course, the Workshop's essential feature is its energetic, English-only, residential environment in which people from various countries share meals, have parties together, chat about daily life, and discuss issues in the field of language teaching. All of us - Japanese participants, overseas guests, and LIOJ faculty - have much to learn from and share with each other, and the week will be full of opportunities for cross-cultural interaction.

Thank you for coming to LIOJ and spending part of your summer with us. Enjoy the Workshop!

- LIOJ Faculty & Staff -

# ACKNOWLEDGMENTS

LIOJ would like to thank the following organizations for their generous support of the 32<sup>nd</sup> Annual International Summer Workshop for Teachers of English:

## Mitsubishi Bank Foundation

For the past three years, the Mitsubishi Bank Foundation has generously supported the Workshop International Scholar program. Through these scholarships, we have been able to welcome teachers from around Asia to the Workshop. LIOJ is grateful to the MBF and to its executive director, Kenji Kyuno, for this assistance.

## Oxford University Press

This year, Oxford University Press Japan has generously contributed to the fund that allows us to invite excellent featured presenters from overseas to join the Workshop. LIOJ would like to extend our thanks to OUP and to Paul Riley, manager of the ELT department, for this support.

## ETJ (English Teachers in Japan)

The Workshop is also supported by ETJ (English Teachers in Japan), an association that encourages the exchange of information and teaching ideas, and promotes training and professionalization. We thank ETJ and its founder, David Paul. (For more information on ETJ, please see page 71.)

## MRA Foundation / Asia Center Odawara

As always, we would like to thank the MRA Foundation of Japan which sponsors LIOJ. In addition, we acknowledge our colleagues at Asia Center Odawara for helping us host the Workshop. Thanks to Masahide Shibusawa, executive director of the MRA Foundation, and to Keisuke Nakayama, director of Asia Center Odawara.

We would also like to thank the following publishing companies and ELT resource distributors for their support of the 32<sup>nd</sup> LIOJ Workshop:

ABAX

Cambridge University Press

Creative Services International

DynEd Japan

Educational Venture Corporation

The ELT Software Store

The English Resource

Intercom Press

Language World

Mikasa Book Center

Nellie's Discount Books

Pearson Education Japan

School Book Service

Thomson Learning

Tuttle Publishing

Y2O Associates

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# GENERAL INFORMATION

## DAILY SCHEDULE

Below is the typical daily schedule. Certain days (\*), however, have a special schedule, so please remember to check the schedule for each day.

7:30 - 8:30	-Breakfast-
9:00 - 12:00	Morning Classes (M, T, W, Th, F)
12:00 - 1:30	-Lunch-
1:30 - 3:00	Presentations (M, T, W, Th, F)
3:00 - 4:30	-Open-
4:30 - 6:00	Presentations (S*, M*, T, W, Th, F*)
6:00 - 7:00	-Dinner-
7:00 - 8:30	Presentations (M, T)

## STAYING AT ASIA CENTER ODAWARA

Details concerning meals and rooms at Asia Center Odawara will be covered during the Workshop orientation on Sunday morning at 11:00.

## PRESENTATION SIGN-UP PROCEDURE

Sign-up for Sunday afternoon and Monday presentations will be done early Sunday afternoon. Monday through Thursday mornings, sign-up sheets for the following day's presentations will be located in the "Sign-up Area." This area is marked on the Asia Center Odawara building map (1F) at the back of this book. Lunch and afternoon breaks are good opportunities to sign up.

Some of the presentations will be repeated, so your chances of seeing the presentations you want are quite high. Please attend only the presentations you sign up for.



## BOOK FAIR / ELT MATERIALS DISPLAY

Are you looking for the perfect textbook? A time-saving resource book? At this year's Workshop, we will hold our annual Book Fair and ELT Materials Display in Main Hall (1F) on Tuesday, August 8. The Book Fair is an excellent opportunity to look over the latest ELT materials and speak with publishers' representatives about the materials you need for your classes.

The Book Fair will be held during the lunch break from 12:00 to 1:30, and afternoon break from 3:00 to 4:30.

Participants who would like to display materials during the Workshop are invited to do so, and are asked to contact the LIOJ office upon arrival on Sunday.

If you would like a chance to win ELT materials contributed by the participating publishers, please register at the Book Fair before 4:00 p.m. The prize drawing will be held at 4:15 p.m., and you must be present to win.

LIOJ would like to extend our thanks to the publishing companies and ELT materials distributors for participating in the Workshop and contributing prizes for the drawing.

Enjoy the Book Fair!

## INTERNATIONAL NIGHT!

On Wednesday evening at 7:00 p.m., we will hold our annual "International Night." Main Hall will be turned into a festival site, complete with exciting displays, posters, music and games, courtesy of our guests and teachers. The goal is to give everyone a chance to meet and to learn about each other's countries in a festive atmosphere.

At this year's Workshop, we have representatives from Australia, Canada, Chile, Germany, India, Japan, Korea, Malaysia, Myanmar, New Zealand, Thailand, the United Kingdom, and the United States.

Cultural performances will also be featured. Participants are invited to share a part of their culture by, for example, performing a traditional song or dance, or playing a musical instrument. If you would like to perform, please contact the LIOJ office by 5:00 p.m. on Tuesday evening.

Come and have a great time!

## PARTIES!

At LIOJ, the social events are just as important as the educational events. After all, it is summer vacation! At the Workshop, there are many opportunities to get to know people in a relaxed atmosphere. The roof of Asia Center Odawara (5F) is a popular venue for evening gatherings.

In addition to the International Night festival, there are three other special evening events during the Workshop.

Our Welcome Dinner will be held on Sunday, August 6 from 6:30 to 8:00 p.m. This is a good chance to meet and talk with other Workshop participants, overseas guests, and LIOJ faculty.

Evening Out in Odawara will start at 6:00 p.m. on Thursday, August 10. Workshop participants will enjoy an evening on the town together with their morning classmates. (Reminder: Asia Center doors are locked at 11:00 p.m. If you will return later than 11:00, please call the front desk at 22-6131.)

The Farewell Party will take place Friday, August 11 from 6:00 to 8:30 p.m. We will reminisce about the week and enjoy a performance by a morning class or two before we bid each other farewell.

Have fun!

# SCHEDULE FOR THE WEEK

SUNDAY, AUGUST 6<sup>th</sup>

11:00 ~ 12:00	Workshop Orientation • Kazumi Masuda LIOJ Office Manager	(Main Hall - 1F)
12:00 ~ 1:30	-Lunch-	(Main Dining - B1)
1:30 ~ 2:15	Opening Assembly • Jim Kahny LIOJ Director  • Keisuke Nakayama Managing Director, MRA Foundation	(Main Hall - 1F)
2:15 ~ 3:00	Opening Address: <i>Classroom Dynamics</i> • Jill Hadfield Freelance author & teacher trainer	(Main Hall - 1F)
3:00	Group picture in front of Asia Center Odawara [In the event of rain, the group picture will be taken at 3:45 p.m. in Main Hall.]	
3:10 ~ 4:00	-Open-	
4:00 ~ 5:30	Presentations	
5:45 ~ 6:15	Orientation for Morning Classes	
6:30 ~ 8:00	-Dinner /Welcome Party -	(Hakone - 1F)

## MONDAY, AUGUST 7<sup>th</sup>

7:30 ~ 8:30	-Breakfast-
9:00 ~ 12:00	Morning Classes
12:00 ~ 1:30	-Lunch-
1:30 ~ 3:00	Presentations
3:00 ~ 4:30	-Open-
4:30 ~ 6:00	Presentations [Please note that one presentation begins at 4:00.]
6:00 ~ 7:00	-Dinner-
7:00 ~ 8:30	Presentations

## TUESDAY, AUGUST 8<sup>th</sup>

7:30 ~ 8:30	-Breakfast-
9:00 ~ 12:00	Morning Classes
12:00 ~ 1:30	-Lunch- Book Fair / ELT Materials Display (Main Hall - 1F)
1:30 ~ 3:00	Presentations
3:00 ~ 4:30	Book Fair / ELT Materials Display (Main Hall - 1F)
4:30 ~ 6:00	Presentations
6:00 ~ 7:00	-Dinner-
7:00 ~ 8:30	Presentations

## WEDNESDAY, AUGUST 9<sup>th</sup>

7:30 ~ 8:30	-Breakfast-	
9:00 ~ 12:00	Morning Classes	
12:00 ~ 1:30	-Lunch-	
1:30 ~ 3:00	Presentations	
3:00 ~ 4:30	-Open-	
4:30 ~ 6:00	Presentations	
6:00 ~ 7:00	-Dinner-	
7:00 ~ 9:30	International Night!	(Main Hall - 1F)

## THURSDAY, AUGUST 10<sup>th</sup>

7:30 ~ 8:30	-Breakfast-
9:00 ~ 12:00	Morning Classes
12:00 ~ 1:30	-Lunch-
1:30 ~ 3:00	Presentations
3:00 ~ 4:30	-Open-
4:30 ~ 6:00	Presentations
6:00 ~	-Evening Out in Odawara-



## FRIDAY, AUGUST 11<sup>th</sup>

7:30 ~ 8:30	-Breakfast-	
9:00 ~ 12:00	Morning Classes	
12:00 ~ 1:30	-Lunch-	
1:30 ~ 3:00	Presentations	
3:00 ~ 4:00	-Open-	
4:00 ~ 5:30	Presentations	
5:30 ~ 6:00	-Open-	
6:00 ~ 8:30	-Dinner/Farewell Party-	(Hakone - 1F)
8:00 / 8:30	[There will be a shuttle bus leaving for Odawara Station at these times.]	

# SCHEDULE OF PRESENTATIONS

## SUNDAY PRESENTATIONS

### 2:15 ~ 3:00

Hadfield, J.	Opening Address: • <i>Classroom Dynamics</i>	Main Hall
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### 4:00 ~ 5:30

Hadfield, C.	• <i>Discussion Activities for Elementary Students</i>	Sakura
Lee	• <i>Coping with Culture through Key Pals</i>	Oceanview
MacGregor	• <i>Building Skills and Confidence for Successful Public Speaking</i>	H23
McDonald	• <i>Tried and True: Communicative Activities that Work</i>	H22
Wongtip	• <i>How to Have Successful Icebreaking Sessions</i>	Castlevue

## MONDAY PRESENTATIONS

### 1:30 ~ 3:00

Gatton	• <i>Implementing Multimedia</i>	Shiroyama
Hadfield, J.	• <i>Classroom Dynamics: A Practical Workshop</i>	Sakura
McDonald	• <i>Making Effective Use of an ALT</i>	H22
Pandit	• <i>The Teaching of English in India</i>	Castlevew

### 4:00 ~ 6:00

Plaza	• <i>An Introduction to Yoga</i>	Hakone
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### 4:30 ~ 6:00

Birnbaum	• <i>World Issues and Human Rights in the Classroom</i>	Castlevew
Hadfield, C.	• <i>Interactive Reading Activities</i>	Sakura
Kochappan	• <i>Strategies Used by English Language Teachers in Sabah</i>	Oceanview
MacGregor	• <i>Activities for Enhancing Communication</i>	H23

### 7:00 ~ 8:30

Hadfield, J.	• <i>The Role of Games in a Language Programme: How Games Can Help Your Students Learn</i>	Sakura
Kahny	• <i>The Sounds of English</i>	H23
Kodama	• <i>Motivating Activities for High-level and Low-level High School Students</i>	Oceanview
McDonald	• <i>Discovering New Zealand: Ideas for Presenting Culture in the Classroom</i>	H22
Pandee	• <i>Developing Listening and Speaking Skills through the TPR Approach</i>	Castlevew

## TUESDAY PRESENTATIONS

### 1:30 ~ 3:00

Hong	• <i>Multimedia in the Classroom</i>	Oceanview
Jamall	• <i>Task and Lesson Planning</i>	Sakura
Junge	• <i>The Talk Learning System: Five Steps</i>	Castleview
Shimizu	• <i>A Holistic Approach to English Conversation</i>	H22
Walker	• <i>Involvement, Confidence, and Success in Junior and Senior High</i>	H23

### 4:30 ~ 6:00

Harrington	• <i>Discover the Wonders of Debate for Second Language Learners</i>	Sakura
Moore	• <i>Sweet Dreams or Nightmares: Teaching Large Groups</i>	H22
Nelson	• <i>Video and Natural English</i>	Castleview
Riley	• <i>Listening Is What Goes On Between Your Ears</i>	H23
Tatchell	• <i>STYLE: Language Testing for Children</i>	Oceanview

### 7:00 ~ 8:30

Cominos	• <i>Professional Development for Language Teachers</i>	H22
Hadfield, C.	• <i>Lo-tech, No-tech: Working in Low-resource/ No-resource Situations</i>	Sakura
MacGregor	• <i>Dictation: When, Why, and How to Use It</i>	H23
Nakayama	• <i>Why Do We Learn English?</i>	Oceanview

## WEDNESDAY PRESENTATIONS

### 1:30 ~ 3:00

Ba Chit	• <i>Secondary School English Education in Myanmar</i>	Castleview
Cominos	• <i>Lesson Planning for Junior High School EFL Classes</i>	H23
Hadfield, J.	• <i>Classroom Management in the Interactive Classroom: A Strategy for Introducing Interactive Activities</i>	Sakura
Kahny	• <i>Activities with Dialogues</i>	H22
Kochappan	• <i>Creative Writing in the EFL Classroom</i>	Oceanview

### 4:30 ~ 6:00

Hadfield, C.	• <i>Discussion Activities for Elementary Students</i>	Sakura
Lee	• <i>Drama Techniques: A Different Way to Learn</i>	Oceanview
MacGregor	• <i>Building Skills and Confidence for Successful Public Speaking</i>	H23
McDonald	• <i>Tried and True: Communicative Activities that Work</i>	H22
Pandee	• <i>Developing Listening and Speaking Skills through the TPR Approach</i>	Castleview

### 7:00 ~ 9:30

International Night!

Main Hall

## THURSDAY PRESENTATIONS

### 1:30 ~ 3:00

Browne	• <i>Reassessing Team Teaching: Directions for the 21<sup>st</sup> Century</i>	H22
Hadfield, C.	• <i>Creative Writing</i>	H23
Hadfield, J.	• <i>Helping Students Learn Vocabulary: Games and Activities That Aid Memorisation</i>	Sakura
Nakayama	• <i>Why Do We Learn English?</i>	Oceanview

### 4:30 ~ 6:00

Cominos	• <i>Lesson Planning for Senior High School EFL Classes</i>	H23
Hadfield, J.	• <i>Classroom Dynamics: A Practical Workshop</i>	Sakura
Knowles	• <i>Relating the Four Skills</i>	Shiroyama
McDonald	• <i>Discovering New Zealand: Ideas for Presenting Culture in the Classroom</i>	H22
Wongtip	• <i>The Amazing Learning Kit: An Ideal Tool for Self-study Narrative Writing Practice</i>	Castleview

## FRIDAY PRESENTATIONS

### 1:30 ~ 3:00

Hadfield, J.	• <i>The Role of Games in a Language Programme: How Games Can Help Your Students Learn</i>	Sakura
Maley	• <i>Small is Beautiful: Maximum Output from Minimal Input</i>	H23
McDonald	• <i>Making Effective Use of an ALT</i>	H22
Pandit	• <i>Vocabulary Acquisition Techniques</i>	Castleview

### 4:00 ~ 5:30

Ba Chit	• <i>Lesson Planning in the Teaching of English</i>	Castleview
Browne	• <i>English Vocabulary for Junior and Senior High School Students: What Do We Know? What Should We Do?</i>	H23
Cominos	• <i>Professional Development for Language Teachers</i>	H22
Hadfield, C.	• <i>Interactive Reading Activities</i>	Sakura
Kodama	• <i>Motivating Activities for High-level and Low-level High School Students</i>	Oceanview

# GUEST PRESENTERS

**Clara Birnbaum**

Rikkyo University / Amnesty International

**Charles Browne**

Aoyama Gakuin University

**Antony Cominos**

Kobe Gakuin Women's College

**William Gatton**

DynEd Japan

**Charles Hadfield**

South Devon College

**Jill Hadfield**

Freelance author & teacher trainer

**David Harrington**

The English Resource

**Kenny Hong**

The ELT Software Store

**Maurice Jamall**

Tokai University & Tamagawa University



**Johann Junge**  
Creative Services International

**Lance Knowles**  
DynEd International

**Laura MacGregor**  
Sophia University

**Alan Maley**  
Assumption University

**John Moore**  
Tuttle Publishing

**Keisuke Nakayama**  
MRA Foundation / Asia Center Odawara

**Robert Nelson**  
Language World

**Paul Riley**  
Oxford University Press

**Paul Shimizu**  
Intercom Press

**Peter Tatchell**  
Nellie's Discount Books / Saxoncourt ELT

**Richard Walker**  
Pearson Education Japan

# INTERNATIONAL SCHOLARS

**Daw Doris Ba Chit**

Basic Education High School No. 1, Myanmar

**Gerald Kochappan**

Damansara Utama Secondary School, Malaysia  
(MELTA)

**Toshiyuki Kodama**

Shonan High School, Japan

**Lee Yong-Hoon**

Kyongbuk Foreign Language High School, Korea  
(Korea TESOL)

**Manthana Pandee**

St. Gabriel's College, Thailand  
(Thai TESOL)

**Anita Ulhas Pandit**

Sardur Dastur Noshervan Girls' High School, India

**Wisetpong Wongtip**

Chulalongkorn University Language Institute, Thailand

# WORKSHOP GUESTS

**Kanako Aoki**  
Cambridge University Press

**Ines Araya-Roman**  
Private Spanish Tutor

**Maung Oo**  
Myanmar Association in Japan

**Alastair Lamond**  
Thomson Learning

**Mari Ohashi**  
Y2O Associates

**Masao Ono**  
School Book Service

**Edward Roosa**  
Intercom Press

**Masahide Shibusawa**  
MRA Foundation / Tokyo Jogakkan Schools for Women

**Kazuo Suganuma**  
Mikasa Book Center

**Kazunobu Takao**  
Educational Venture Corporation

**Thin Thin Lee**  
Myanmar Association in Japan

**Basil Tonks**  
Educational Venture Corporation

**Tun Aye**  
Myanmar Association in Japan

**Mayumi Uwabo**  
Thomson Learning

**Russell Willis**  
eigoTown.com

**Tomio Yamanaka**  
Nellie's Discount Books / Saxoncourt ELT

# LIOJ FACULY & STAFF

**Jon Coller**

Program Developer

**Jim Kahny**

Director

**Chris Koelbleitner**

Instructor

**Kazumi Masuda**

Office Manager

**Kirsten McDonald**

Instructor

**Kazuko Mizukami**

Office Staff Member

**Julia Morton**

Instructor

**Taron Plaza**

Instructor

**Yoshino Sai**

Office Staff Member

# MORNING CLASS DESCRIPTIONS

## Monday - Friday, 9:00 a.m. to 12:00 noon

The morning classes offered at the LIOJ Summer Workshop cover a variety of subjects. They have been filled on a first-to-register basis, and every effort has been made to enroll participants in the class of their choice.

Morning classes will be discussed during the Workshop Orientation on Sunday morning at 11:00. Your morning class orientation will be given by the teacher in your designated classroom on Sunday, from 7:00 to 7:30 p.m.

A.	Coller	<i>Developing Your General English Skills (Levels 1 &amp; 2)</i>	Oceanview
B.	Plaza	<i>Developing Your General English Skills (Levels 2 &amp; 3)</i>	H22
C.	Knowles	<i>Multimedia and Language Teaching</i>	Shiroyama
D.	Koelbleitner	<i>Promoting English Communication in the Junior and Senior High School Classroom</i>	H23
E.	Maley	<i>The Play's the Thing: Using Dramatic Sketches in Language Teaching</i>	Castleview
F.	Morton	<i>Around the World in Five Days</i>	Sakura

## **A *DEVELOPING YOUR GENERAL ENGLISH SKILLS***

COLLER, Jon

Oceanview

Teachers in class! This is an intensive mini-course in spoken English and will focus on developing participants' verbal English communication skills. We will concentrate on improving pronunciation, comprehension, and fluency, while increasing vocabulary and boosting overall confidence when speaking English. Participants will have the opportunity to take part in a wide range of activities including pairwork, teamwork, roleplays, quizzes, competitions, and more. We will spend a lot of time out of our chairs: moving, mixing, and communicating with each other, so make sure you wear comfortable shoes! We will also discuss how participants may be able to use the activities in their own classrooms, and how the activities might be adapted to suit a variety of teaching contexts.

## **B *DEVELOPING YOUR GENERAL ENGLISH SKILLS***

PLAZA, Taron

H22

Enjoy class as a student while getting practical teaching ideas! This will be a time for teachers of English to brush up on their communication skills while having an opportunity for professional development. The main focus of this course will be on strengthening general English fluency. Participants will gain confidence as they practice speaking in a variety of situations. We will be using a communicative approach to learning with activities such as discussions, roleplays, games, and group projects. The class will explore a student-centered learning environment with participants actively taking part in all class activities. At the end of every class, we will discuss how the various activities might be used by the participants in their own classrooms.

## **C   *MULTIMEDIA AND LANGUAGE TEACHING***

KNOWLES, Lance

Shiroyama

As schools begin to expect their teachers to use computers to assist with language teaching, teachers are faced with the need to upgrade their skills. To help meet this need, DynEd International is offering this teacher-training course for Workshop participants. No knowledge of computers will be assumed. The course begins with an introduction to computers, multimedia, and language learning methodology. This will be followed by examples of multimedia lessons, different types of interactivity, and practical guidelines of how best to coordinate and use multimedia activities to motivate your students and improve your language teaching. Record keeping and Computer Assisted Tests will also be presented and discussed. Participating teachers will receive extensive notes, as well as demonstration programs.

## **D   *PROMOTING ENGLISH COMMUNICATION IN THE JUNIOR AND SENIOR HIGH SCHOOL CLASSROOM***

KOELBLEITNER, Chris

H23

Students need to take an active role in the learning process to learn effectively. In order for secondary school students to feel involved in the classroom, they need activities that cater to their interests and build their confidence. Participants in this morning class will be exposed to a wide sample of activity ideas and materials that will increase their students' motivation. They will also have an opportunity to discuss how to adapt these activities and materials to their particular needs. We will also carry out a survey of current resource texts and view videos of high school programs that have taken place at LIOJ. The goal of this class is to bring about renewed enthusiasm for teaching, as well as provide teachers with lesson plans that can be put to immediate use.



## **E    *THE PLAY'S THE THING: USING DRAMATIC SKETCHES IN LANGUAGE TEACHING***

MALEY, Alan

Castleview

Preparing students to perform short dramatic sketches and plays has a number of advantages: it allows for intensive work on short sections of text; it produces gains in pronunciation and in accuracy in general; it increases fluency and oral expression which can be carried over into other work; and it increases students' confidence in their own ability, and so enhances motivation. What's more, it's a lot of fun! In this workshop, we shall prepare and perform a number of short sketches for each other and discuss them together. Towards the end of the week, we shall prepare a sketch to perform for the rest of the Workshop participants on the final evening.

## **F    *AROUND THE WORLD IN FIVE DAYS***

MORTON, Julia

Sakura

Here is your opportunity to go on a cultural excursion and explore the world we live in while improving your English skills. As communication technologies advance and the world becomes a smaller place, let's step back and appreciate global diversity. Through discussion, reading, listening, interviews, and presentations, this course will give you the chance to share your ideas and experiences, while deepening your knowledge and understanding of different cultures. Over the five days we will travel the world looking at lifestyles, traditions, customs, values, stereotypes, languages (including body language and slang), cuisine, and family situations in a number of countries. We will also consider ways of incorporating cultural studies into the English language classroom.

# PRESENTATION DESCRIPTIONS

(Listed in alphabetical order by presenter)

## ***LESSON PLANNING IN THE TEACHING OF ENGLISH***

BA CHIT, Daw Doris

Offered: Friday

4:00

Castlevue

Maximum: 25

A well-planned lesson is essential to effective teaching. The process entails spending a considerable amount of time in planning out the lesson, employing suitable methods to present the lesson, and using appropriate teaching aids. A good lesson plan should include a variety of activities to ensure the maximum participation of students. In Myanmar, secondary school EFL teachers follow three basic procedural steps when planning a lesson: (a) a review of previous lesson, (b) an introduction to the new lesson, and (c) a conclusion. In this session, the presenter will discuss the art of lesson planning for secondary school EFL classes in Myanmar.

## ***SECONDARY SCHOOL ENGLISH EDUCATION IN MYANMAR***

BA CHIT, Daw Doris

Offered: Wednesday

1:30

Castlevue

Maximum: 25

The following are facts about secondary school education in Myanmar: (a) Secondary school is from the fifth grade (age 10) to the tenth grade (age 16). (b) The student-teacher ratio on the average in secondary schools is 45~50 to one. (c) Secondary school students typically study English six hours per week. (d) Upon finishing secondary school, students have an understanding of the basics of the language, and are proficient in all four skills. In this presentation, the speaker will discuss secondary school English education in Myanmar. Come and learn more!

## ***WORLD ISSUES AND HUMAN RIGHTS IN THE CLASSROOM***

BIRNBAUM, Clara

Offered: Monday

4:30 Castlevew

Maximum: 25

Teachers increasingly feel that it is important to bring the world into the classroom. Not only are issues of real concern more interesting and meaningful to students in general, many teachers feel that they actually enhance the learning of the language. In this workshop, the presenter will share materials and ideas on the teaching of global issues. It is possible and preferable to use authentic material and, with care, it can be made linguistically accessible to learners without threatening its original integrity. While basic principles and methods hold true for all topic areas, the speaker will use Amnesty International and its work on human rights as example. [This presentation is sponsored by Amnesty International.]

## ***ENGLISH VOCABULARY FOR JUNIOR AND HIGH SCHOOL STUDENTS: WHAT DO WE KNOW? WHAT SHOULD WE DO?***

BROWNE, Charles

Offered: Friday

4:00 H23

Maximum: 30

In this session, we will discuss the role of vocabulary instruction in the junior and senior high school English classroom. Topics to be introduced include: (a) the importance of learning high frequency vocabulary words, (b) word "learnability," (c) the use of flashcards, (d) the "keyword" technique, (e) the recycling of new vocabulary words, (f) vocabulary and "pushed output," and (g) several "do's and don'ts" when teaching new vocabulary words. Although most of the information presented in this session is based on recent research in the field of second language vocabulary acquisition, the emphasis will be on introducing practical classroom vocabulary activities that can be used in any classroom.

## ***REASSESSING TEAM TEACHING: DIRECTIONS FOR THE 21st CENTURY***

BROWNE, Charles

Offered: Thursday

1:30 H22

Maximum: 30

In this session, we will discuss a variety of issues related to the JET program, including, but not limited to: (a) the history and impact of the JET program on students, teachers, and the community; (b) the strengths and weaknesses of the program; (c) development of clearly defined roles for the ALT and the JTE; (d) opportunities for cooperative learning; and (e) directions the JET program should take from now. Results from a prefecture-wide teacher survey will also be presented. Although a good portion of this session will be presented in lecture format, opportunities will be given at regular intervals for both group and class discussion of the ideas presented.

## ***LESSON PLANNING FOR JUNIOR HIGH SCHOOL EFL CLASSES***

COMINOS, Antony

Offered: Wednesday

1:30 H23

Maximum: 30

This presentation is designed for *junior* high school teachers and will provide participants with strategies for planning communicative language classes. Participants will be provided with lesson plans that introduce language forms and functions; promote listening, reading, and writing skills; introduce vocabulary; and develop oral fluency. We will discuss ways to develop lesson plans that support lesson objectives and learning outcomes. We will also discuss anticipated problems, as well as alternative techniques for providing learners with sufficient opportunities for controlled and then free(r) practice in personalized and communicative formats. All techniques and lesson plans will be based on first-year, second-year, and third-year Ministry of Education approved textbooks.

## ***LESSON PLANNING FOR SENIOR HIGH SCHOOL EFL CLASSES***

COMINOS, Antony

Offered: Thursday

4:30 H23

Maximum: 30

This presentation is designed for *senior* high school teachers and will provide participants with strategies for planning communicative language classes. Participants will be provided with lesson plans that introduce language forms and functions; promote listening, reading and writing skills; introduce vocabulary; and develop oral fluency. We will discuss ways to develop lesson plans that support lesson objectives and learning outcomes. We will also discuss anticipated problems as well as alternative techniques for providing learners with sufficient opportunities for controlled and then free(r) practice in personalized and communicative formats. All techniques and lesson plans will be based on material drawn from a variety of Ministry of Education approved textbooks.

## ***PROFESSIONAL DEVELOPMENT FOR LANGUAGE TEACHERS***

COMINOS, Antony

Offered: Tuesday

7:00 H22

Maximum: 30

Offered: Friday

4:00 H22

Maximum: 30

This presentation will provide information on a range of options for professional development available to teachers in Japan. We will begin by discussing avenues for self-development, and the benefits of (a) participating actively in professional and non-professional organizations, (b) accessing Internet-based materials for language teachers and learners, and (c) reflecting on our teaching and then sharing our experiences with colleagues. Participants will then be provided with information on masters and doctoral degrees in applied linguistics and TESOL, education, international education, and educational management, including programme content, assessment procedures, and residency requirements. Finally, participants will receive detailed information regarding the Cambridge/RSA Certificate in English Language Teaching to Adults (CELTA).

## ***IMPLEMENTING MULTIMEDIA***

GATTON, William

Offered: Monday

1:30

Shiroyama

Maximum: 30

For the past three years, a Tokyo women's university has implemented multimedia as a critical part of its language program. This presentation reports on the process of why and how to implement multimedia as part of a language program. One key aspect of the project has been the process of identifying and coming to grips with the demands technology makes upon teachers. We will also review the project results, including details of student use, teacher implementation, and developer adaptation. Special attention will be given to placement and evaluation. A web site for this project can be viewed at <http://www.dyned.com/dyned/japan/project/actintro.htm>. [This presentation is sponsored by DynEd Japan.]

## ***CREATIVE WRITING***

HADFIELD, Charles

Offered: Thursday

1:30

H23

Maximum: 30

Writing is the most difficult skill to teach - or is it? It can certainly be the most fun! In this practical workshop, we will first look at the problems facing writers/learners, and the difficulties these problems can pose for the teacher. We will then look at ways to turn writing from a chore into a joy, and help release some of the creative potential within each student. A number of different types of writing activity, including interactive and cooperative writing for different audiences, will be demonstrated in a hands-on workshop aimed at all levels, from elementary to advanced students.

## ***DISCUSSION ACTIVITIES FOR ELEMENTARY STUDENTS***

HADFIELD, Charles

Offered:	Sunday	4:00	Sakura	Maximum: 30
Offered:	Wednesday	4:30	Sakura	Maximum: 30

Learners may have a lot to say, and a lot of ideas, but do they have the language to express themselves? How can the teacher generate meaningful discussions with beginners and elementary students? There are many activities available for intermediate and advanced students, which look unsuitable for students without much language. This workshop session looks at ways of generating discussions with your beginners and elementary students, and faces up to some of the problems this entails. We will look at very simple, short exchanges, creative drilling, accuracy work, and how limited language can be harnessed to help learners express a wider range of opinions and feelings.

## ***INTERACTIVE READING ACTIVITIES***

HADFIELD, Charles

Offered:	Monday	4:30	Sakura	Maximum: 30
Offered:	Friday	4:00	Sakura	Maximum: 30

This workshop looks at how we can integrate reading and speaking in interactive, communicative ways, to help students improve their speaking and reading skills. It will be a practical workshop with active demonstration of materials and discussion of underlying approaches and ideas. A variety of text types and interactive patterns will be shown, using simple and more complex techniques to engage learners. Using material geared for elementary and intermediate levels, we will examine some of the basics underlying communicative reading activities, with the hope that participants will then be able to create their own reading materials for their students.

## ***LO-TECH, NO-TECH: WORKING IN LOW-RESOURCE / NO-RESOURCE SITUATIONS***

HADFIELD, Charles

Offered: Tuesday

7:00

Sakura

Maximum: 30

Most teachers in most classrooms in most schools suffer from a lack of resourcing, whether it be a lack of electricity, or lack of books, or both. Many teachers are faced with large classes. This is true in both the "developed" and "developing" world. The speaker has spent much of his adult life working with teachers in "under-resourced" environments. This workshop will show ways in which a virtue can be made of necessity; in which that most valuable of all resources, the human imagination, can be brought to the fore.

## ***CLASSROOM DYNAMICS [Opening Plenary]***

HADFIELD, Jill

Offered: Sunday

2:15

Main Hall

In the present-day EFL classroom, where pairwork and groupwork are the norm, harmonious relationships and a positive atmosphere within the classroom have become increasingly important for the success of courses. A positive and cohesive atmosphere in the group has a beneficial effect on morale and motivation, and can significantly affect learning. But can something as intangible as "atmosphere" be created? This talk will explore some practical ways in which group atmosphere and relationships can be enhanced. We will look at the use of both cognitive activities to raise student awareness of group processes and affective activities to promote a positive group feeling.



## ***CLASSROOM DYNAMICS: A PRACTICAL WORKSHOP***

HADFIELD, Jill

Offered:	Monday	1:30	Sakura	Maximum: 35
	Thursday	4:30	Sakura	Maximum: 30

This hands-on workshop will explore further, and in a more practical way, the issues raised in the plenary session. Participants will have the opportunity to draw on the experience and expertise of the group, and discuss solutions they have found to problems of group dynamics. In addition, we will explore and try out practical strategies - such as bridging gaps, forging a group identity, creating group achievements, staying positive, and building consensus - aimed at establishing a supportive and positive learning environment, minimising conflict, and developing group cohesion and harmony.

## ***CLASSROOM MANAGEMENT IN THE INTERACTIVE CLASSROOM: A STRATEGY FOR INTRODUCING INTERACTIVE ACTIVITIES***

HADFIELD, Jill

Offered:	Wednesday	1:30	Sakura	Maximum: 30
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Too much too soon? Introducing interactive activities with a class of students who are not ready for them, or who are used to more formal teacher-centred classrooms, can lead to chaos and confusion. In this practical workshop, we will classify interactive activities - such as working in pairs and groups, discussions, roleplays, drama activities, and communication games - in terms of the element of risk they involve. We will also discuss a methodology for introducing such activities in an order and at a pace that will not be threatening to students who are either unused to speaking English or new to the communicative classroom.

## ***HELPING STUDENTS LEARN VOCABULARY: GAMES AND ACTIVITIES THAT AID MEMORISATION***

HADFIELD, Jill

Offered: Thursday

1:30 Sakura

Maximum: 30

Does this sound familiar? You introduce a set of new vocabulary items to your class. You do this in an interesting and lively way. You work through a series of exercises together. Your students enjoy themselves. They are always eager for new vocabulary. At the end of the lesson both teacher and students feel that the lesson has been a useful one. A few days later you find... they have forgotten the vocabulary! If you have shared this experience at any time, you might be interested in this practical demonstration of games and activities that help students memorise and retain vocabulary.

## ***THE ROLE OF GAMES IN A LANGUAGE PROGRAMME: HOW GAMES CAN HELP YOUR STUDENTS LEARN***

HADFIELD, Jill

Offered: Monday

7:00 Sakura

Maximum: 30

Friday

1:30 Sakura

Maximum: 30

This session will be a practical demonstration of the various ways in which students can learn using games. We will look at their main, or overt, function as activities providing practice in grammar, vocabulary, reading, writing, listening, and speaking at various levels, and with varying degrees of control and freedom. We will also examine their covert, affective function: the subtext of games as a means of relaxing students and freeing them from inhibition; encouraging cooperation, socialisation, and group harmony; and bringing a sense of joy into the classroom. Leave your worries and problems behind and come and have fun!

## ***DISCOVER THE WONDERS OF DEBATE FOR SECOND LANGUAGE LEARNERS***

HARRINGTON, David

Offered: Tuesday

4:30

Sakura

Maximum: 30

The critical listening needed in debate to understand the opposing team's arguments and the speaking skills necessary to present your team's own case give great opportunities for second language practice in listening and speaking. Students must learn to state their opinion, give reasons and support why they hold such an opinion. They must also learn to state their opposition to others' opinions clearly and logically. These are very complex skills even for native speakers. In this workshop we will explore how to break down the complex skills of debate into simple, easy-to-understand, easy-to-master, "bite-sized" steps that second language students can apply to their everyday spoken, and even written, communication. [This presentation is sponsored by The English Resource.]

## ***MULTIMEDIA IN THE CLASSROOM***

HONG, Kenny

Offered: Tuesday

1:30

Oceanview

Maximum: 25

For the past two years, ELLIS has received the Software Award of Excellence by *Technology and Learning* magazine. ELLIS combines graphics, full-motion video, sound and text to create a virtual language experience for English learners at all levels. In addition to its unique use of technology, ELLIS is distinguished by its extraordinary depth and pedagogical strengths. The ELLIS Suite consists of: *Intro* for beginners, *Middle Mastery* for intermediate learners, *Senior Mastery* for advanced TEFL preparation, *Master Pronunciation* for accent reduction and listening, and *Placement* for adaptive testing. Participants will learn more about ELLIS and how it can be implemented into a new or existing CALL (computer assisted language learning) program. [This presentation is sponsored by The ELT Software Store.]

## ***TASK AND LESSON PLANNING***

JAMALL, Maurice

Offered: Tuesday

1:30

Sakura

Maximum: 30

Lesson plans and tasks will be presented. Task design and lesson planning will be examined first using a basic validity framework, and second using an assumption framework. Validity asks: Are the students being taught what they're supposed to be learning? Are the activities being suggested leading to language acquisition? The assumption framework has three constraints: schematic, interpersonal, and systemic. Schematic assumptions focus on the assumed world knowledge of students. Interpersonal assumptions concern how students may interact with each other. Lastly, systemic assumptions are related to the language needed (e.g., grammatical, lexical) to successfully complete a given task. [This presentation is sponsored by ABAX, Ltd.]

## ***THE TALK LEARNING SYSTEM: FIVE STEPS***

JUNGE, Johann

Offered: Tuesday

1:30

Castlevue

Maximum: 25

In this session, the presenter will introduce the *TALK Learning System*, which is based on the concept of self-directed learning. Based on this concept, the speaker has developed the five-step *TALK* model. It offers a simple, but systematic way for learners to acquire communication skills quickly, easily, and with enjoyment. If teachers apply this model, they will be able to keep their students involved and motivated throughout the course. With a few modifications, this model can be used for learning almost any language. [This presentation is sponsored by Creative Services International.]

## **ACTIVITIES WITH DIALOGUES**

KAHNY, Jim

Offered: Wednesday

1:30

H22

Maximum: 25

Teacher to students: "All right. Let's practice the dialogue on page 27. This row, you are *As*; This row, you are *Bs*. Please make pairs and begin." Does this sound familiar? The scripted conversation is one of the most common formats for presenting language: Pick up almost any EFL coursebook and you will find dialogues. In this active presentation, participants will explore the vast potential of dialogues by trying out a number of activities for using them creatively in the classroom. In addition, we will consider a variety of "practice points" for students to focus on when performing dialogues.

## **THE SOUNDS OF ENGLISH**

KAHNY, Jim

Offered: Monday

7:00

H23

Maximum: 30

The main goals of this workshop are (a) to raise participants' awareness of sounds in general, and (b) to increase participants' knowledge of English vocabulary for describing various sounds. Using a variety of resources (e.g., a quiz, a listening, a poem, pictures, comics, a children's story), we will explore the amusing and often imprecise world of English sounds, including onomatopoeic sounds and other noises that people, animals, and things make. In addition, we will consider how raising our students' awareness of "yucks" and "smacks," "oinks" and "quacks," and "beeps" and "whacks" can stimulate their interest in English.

### ***RELATING THE FOUR SKILLS***

KNOWLES, Lance

Offered: Thursday

4:30

Shiroyama

Maximum: 30

This presentation focuses on the four skills: listening, speaking, reading, and writing. We will explore how these skills are different, how they work together, and how they vary in importance as a language is acquired. We will present and demonstrate ways to teach each skill, and show how multimedia can be a powerful and motivating tool for addressing each skill, from beginner through advanced levels, especially when combined with suitable classroom activities. The importance of practice and repetition will be stressed as the key to skill development, and practice strategies will be explained and demonstrated.

### ***CREATIVE WRITING IN THE EFL CLASSROOM***

KOCHAPPAN, Gerald

Offered: Wednesday

1:30

Oceanview

Maximum: 25

In this presentation, the speaker will discuss the various strategies he has used with his students to stimulate their interest in creative writing. These strategies include pooling suitable ELT resources, and conducting seminars and workshops for students and teachers in rural and urban areas. Examples of activities that can be used in a creative writing component of a language programme in secondary schools will be discussed. Since students' attitudes affect and influence the end product in a writing task, this presentation will also focus on how the teacher can create a positive attitude among students toward creative writing.

## ***STRATEGIES USED BY ENGLISH LANGUAGE TEACHERS IN SABAH***

KOCHAPPAN, Gerald

Offered: Monday

4:30

Oceanview

Maximum: 25

The people of Sabah, a state in East Malaysia, are from different ethnic backgrounds and indigenous groups. This presentation will describe and analyse the many different strategies adopted by six English language teachers who have taught in both rural and urban areas of Sabah. These strategies helped the teachers create an environment conducive to language learning, despite the limited availability of teaching resources. Citing data collected by way of classroom observations and personal interviews, this session will highlight other difficulties faced by primary and secondary school teachers of English.

## ***MOTIVATING ACTIVITIES FOR HIGH-LEVEL AND LOW-LEVEL HIGH SCHOOL STUDENTS***

KODAMA, Toshiyuki

Offered: Monday

7:00

Oceanview

Maximum: 25

Offered: Friday

4:00

Oceanview

Maximum: 25

In this session, the presenter will share ideas for teaching low-level and high-level high school students. Activities for low-level learners (e.g., quiz games, worksheets, karaoke) as well as for high-level learners (e.g., debate, oral summaries) will be presented. Participants will have the opportunity to experience the activities in a simulated lesson. Afterward, we will discuss and evaluate the activities, and share ideas about teaching students who are low level or high level. The presenter has had experience teaching at both high-level and low-level high schools in Kanagawa prefecture.

## ***COPING WITH CULTURE THROUGH KEY PALS***

LEE, Yong-Hoon

Offered: Sunday

4:00

Oceanview

Maximum: 25

In this presentation, the speaker will report on an e-mail exchange project that students at his high school participated in. Culture is one of the most important elements that ESL students should know about when they learn a second language. The Internet is a good medium for helping ESL students learn about English culture on their own. E-mail is one of the most frequently used functions on the Internet. In this project, students were provided with e-mail addresses in order for them to correspond with other students from around the world. As a result, increased awareness and understanding of cultural differences helped students improve their communicative competence in English.

## ***DRAMA TECHNIQUES: A DIFFERENT WAY TO LEARN***

LEE, Yong-Hoon

Offered: Wednesday

4:30

Oceanview

Maximum: 25

Drama techniques (DTs) are the means by which actors communicate with each other and the audience in a performance. The aim of the actor in a play is similar to that of the English learner in class: to communicate the intended message to others. If teachers apply DTs to the English classroom, they can expect similar effectiveness to that seen in drama. In this presentation, the speaker will discuss the application of drama techniques in EFL classes. Some concepts and classification of DTs will be suggested to help English teachers utilize them in their classrooms. The speaker will also invite participants to relate experiences they have had teaching English through the use of similar techniques.



## ***ACTIVITIES FOR ENHANCING COMMUNICATION***

MacGREGOR, Laura

Offered: Monday

4:30 H23

Maximum: 30

Vocabulary building, grammar practice, listening practice, and speaking practice are all essential components of learning a foreign language. So are opportunities for using the language. Teachers can help students continue to build their communicative competence through extension activities. Participants will engage in several listening and speaking activities that they can take away and share with their classes. Offering learners opportunities to enjoy using the language they have learned will allow them to feel a sense of satisfaction that will be both rewarding and motivating. This will be an active presentation, so come prepared to move around and interact with your colleagues.

## ***BUILDING SKILLS AND CONFIDENCE FOR SUCCESSFUL PUBLIC SPEAKING***

MacGREGOR, Laura

Offered: Sunday

4:00 H23

Maximum: 30

Offered: Wednesday

4:30 H23

Maximum: 30

This presentation will begin with some hints for successful public speaking. Participants will then have an opportunity to give two short speeches. First, working in small groups, each person will give a short speech on a current news item, to which group members will respond with questions and comments. Second, each participant will make a short persuasive speech (1-2 minutes) in front of everyone on a topic of his or her choice. Audience feedback will be required. Participants will be encouraged to transfer the ideas and experiences of this workshop to their own students in English communication lessons.

## ***DICTATION: WHEN, WHY, AND HOW TO USE IT***

MacGREGOR, Laura

Offered: Tuesday

7:00 H23

Maximum: 30

Dictation is a valuable training method to develop students' listening, mental inputting, and writing skills. It is also an effective way for teachers to spot-check student progress and evaluate learning. This session will give some answers to the questions of when, why, and how to use dictation successfully in a variety of different ways. Participants will be asked to try a variety of activities and evaluate their expected effectiveness with their own students. There will also be time for brainstorming alternative classroom applications. Bring a pencil and paper. This presentation will be fast-paced and fun.

## ***SMALL IS BEAUTIFUL: MAXIMUM OUTPUT FROM MINIMAL INPUT***

MALEY, Alan

Offered: Friday

1:30 H23

Maximum: 35

My message will be that simple is best! We do not need elaborate or sophisticated methodological tools to achieve the best results with our students. I will present activities under four main headings: (a) heuristics (such as things we can do using the alphabet or numbers); (b) objects (simple things we can take to the class to spark reactions); (c) games (because a set of finite rules can generate an infinite number of outcomes); and (d) very short texts (which have the potential to unlock a wide variety of activities). I hope to leave you with practical ideas you can adapt for use with your own classes, and to prove that Small is indeed Beautiful (and that Short is Sweet!).

## ***DISCOVERING NEW ZEALAND: IDEAS FOR PRESENTING CULTURE IN THE CLASSROOM***

McDONALD, Kirsten

Offered:	Monday	7:00	H22	Maximum: 25
	Thursday	4:30	H22	Maximum: 25

Come and take a vicarious trip to beautiful New Zealand! In this presentation, we will learn some basic facts - and explore interesting features - of Aotearoa, or the Land of the Long White Cloud. We will learn about the people of New Zealand, including the Maori people: their language, their myths and legends, and other aspects of their culture. This session will follow an interactive format using a variety of techniques for presenting culture in the classroom. Participants will also have the opportunity to discuss ideas for teaching culture in their own classes.

## ***MAKING EFFECTIVE USE OF AN ALT***

McDONALD, Kirsten

Offered:	Monday	1:30	H22	Maximum: 25
	Friday	1:30	H22	Maximum: 25

Do you work with an ALT (assistant language teacher)? Would you like to work with your ALT more effectively? In this session, which will be conducted from an ALT's perspective, the presenter will ask participants to consider various activities and projects that take advantage of the unique talents that a native speaker can bring to an "International Understanding" program at a Japanese junior or senior high school. Ideas for both in and outside the classroom will be suggested. Participants will have the opportunity to discuss and share their own experiences, and consider how suggested ideas can be adapted to suit their own situations.

### ***TRIED AND TRUE: COMMUNICATIVE ACTIVITIES THAT WORK***

McDONALD, Kirsten

Offered: Sunday	4:00	H22	Maximum: 25
Wednesday	4:30	H22	Maximum: 25

Are you new to teaching? Are you in need of a handful of communicative activities that are guaranteed to work? Then this session is for you! In this presentation, which is designed for teachers who have little or no experience, participants will take part in a variety of communicative games and activities that have been successful with both junior and senior high school students. After each activity, we will discuss how it can be adapted to teach different language points. These activities are not original or new, but they are tried and true!

### ***SWEET DREAMS OR NIGHTMARES: TEACHING LARGE GROUPS***

MOORE, John

Offered: Tuesday	4:30	H22	Maximum: 25
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Teaching large groups of students can be a wonderful experience. However, as all teachers of large groups of students know, captivating the students' attention for the entire year is no easy task. Many of us feel that teaching large groups is difficult, especially when we are greeted by students who are not motivated. But fear not! In this presentation, the speaker will provide participants with various ideas to keep their lessons fun and enjoyable for both teacher and students. [This presentation is sponsored by Tuttle ELT Shuppan/Tuttle Shokai, Inc.]

## ***WHY DO WE LEARN ENGLISH?***

NAKAYAMA, Keisuke

Offered: Tuesday	7:00	Oceanview	Maximum: 25
Offered: Thursday	1:30	Oceanview	Maximum: 25

Should English become the second official language of Japan? Although there has been some national dialogue on this question, no consensus has been reached. We should ask ourselves three questions: (1) For what purpose do we learn English? (2) What message should Japanese people give to the rest of the world? (3) How can we play a meaningful role in the emerging global society? In this session, the presenter will lead a discussion on these and other questions. Japan must have a clear strategy concerning language education that takes into consideration both historical and global perspectives. Come and join the discussion!

## ***VIDEO AND NATURAL ENGLISH***

NELSON, Robert

Offered: Tuesday	4:30	Castleview	Maximum: 25
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Most classroom instruction in Japan (and throughout the world) relies heavily on textbook instruction, with occasional emphasis on grammar work. This type of instruction has its place in language acquisition. Yet it must be recognized that a vital element is missing in developing language fluency: emphasis on natural forms of language; that is, how the "natives" speak. So how can we help students learn natural English? In this presentation, participants will learn about the great power of video and film in exposing students to natural English, replete with language elements such as idioms, slang, reductions, and ellipses. Then, participants will see a teaching method with video that uses line number, subtitles, and script to further enhance film study. [This presentation is sponsored by Language World.]

## ***DEVELOPING LISTENING AND SPEAKING SKILLS THROUGH THE TPR APPROACH***

PANDEE, Manthana

Offered: Monday	7:00	Castlevuew	Maximum: 25
Offered: Wednesday	4:30	Castlevuew	Maximum: 25

Total Physical Response (TPR) is an approach that encourages students to learn other languages through listening and moving. This approach allows learners to acquire foreign languages in an enjoyable and stress-free environment. Furthermore, the basic principles can be adapted for all levels of students. In Thailand, TPR has become widely used as a teaching method because it is suitable for teaching language communicatively. In this hands-on presentation, participants will learn ways in which this approach can develop students' their listening and speaking abilities, and how they can apply the TPR method successfully.

## ***THE TEACHING OF ENGLISH IN INDIA***

PANDIT, Anita

Offered: Monday	1:30	Castlevuew	Maximum: 25
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This presentation will begin with a brief introduction of Indian geography, history, and trilingual policy. Then we will compare the two distinct systems in Indian education: (a) English-medium schools that comprise a small percentage of students, all of whom are proficient in English; and (b) vernacular-medium schools that comprise a large percentage of students. We will examine the problems that both groups of students need to overcome in order to achieve proficiency. In addition, we will look at the influence of state and local boards of education; new trends and approaches in the teaching of English; and informal sources of English education, such as television, posters, and films.

## **VOCABULARY ACQUISITION TECHNIQUES**

PANDIT, Anita

Offered: Friday

1:30

Castleview

Maximum: 25

In this session, the presenter will examine various vocabulary acquisition techniques. We will look at (a) the influence of first language on the learning of a foreign language; (b) the skills involved in picking up a language, such as the necessity for a good vocabulary; and (c) ways to help teachers facilitate the language learning process for the students through vocabulary acquisition. Various vocabulary acquisition techniques will be discussed, such as learning words individually or along side synonyms, antonyms, or translations from the mother tongue; making use of keywords; and looking at the base form of words.

## **AN INTRODUCTION TO YOGA**

PLAZA, Taron

Offered: Monday

4:00

Hakone

Maximum: 25

"Yoga," which means union, is a practice that dates back thousands of years in India. In this session, we will learn about some of the different traditions of yoga, and we will also have a chance to practice some of the postures, or *asanas*, that have become well known outside of India. Teaching is a stressful job. This will be a fun opportunity to learn about a new subject in English, and pick up some techniques for living a more healthy and stress-free life! [This session will involve some exercise and stretching, so please come in loose, comfortable clothing. Please note that this session begins at 4:00 p.m.]

## ***LISTENING IS WHAT GOES ON BETWEEN YOUR EARS***

RILEY, Paul

Offered: Tuesday

4:30 H23

Maximum: 30

In daily life, we listen twice as much as we speak, and four times as much as we write. Unfortunately, as important as this skill is, Japanese students are rarely trained beyond the simple level of listening for specific information. The presenter will open with a short overview of the listening process before sampling exercises from a number of books and demonstrating the objectives and approach behind each of the activities. Throughout the presentation, participants will be asked to think about learner strategies and discuss ideas to encourage their students to become better thinkers and therefore better language learners. [This presentation is sponsored by Oxford University Press.]

## ***A HOLISTIC APPROACH TO ENGLISH CONVERSATION***

SHIMIZU, Paul

Offered: Tuesday

1:30 H22

Maximum: 25

This presentation introduces a holistic approach to foreign language acquisition for students, especially Japanese, who study English for a number of years but are not able to vocalize it. It is aimed at teachers of large classes, with students in the 16 to 25 age range. The presenter will use a variety of activities to illustrate student-centered methodology, including information gaps, listenings with peer review, surveys, and "Find someone who..." type of activities. He will also show how to challenge students to make the learning process more meaningful and exciting. Participants will take an active role and experience activities which make the learning process for students fun and meaningful. [This presentation is sponsored by Intercom Press.]



## **STYLE: LANGUAGE TESTING FOR CHILDREN**

TATCHELL, Peter

Offered: Tuesday

4:30

Oceanview

Maximum: 25

In this session, the presenter will share (a) his experience testing children under various conditions, and (b) the results that these tests revealed. In an attempt to isolate the conditions that have the most effect on children's reaction to language testing, it was found that certain tasks tend to skew test results, often resulting in scores that did not accurately reflect each student's true ability. Different causes of this "test stress" will be discussed, along with possible ways to deal with them. In addition, participants will have a chance to take the STYLE test and discuss its "stress-reducing" techniques. [This presentation is sponsored by Nellie's Discount Books.]

## **INVOLVEMENT, CONFIDENCE, AND SUCCESS IN JUNIOR AND SENIOR HIGH**

WALKER, Richard

Offered: Tuesday

1:30

H23

Maximum: 30

Can we teach communicatively in large classes? How can we increase student motivation and involvement? The aim of this workshop will be to answer these questions. Participants will explore essential activity types and language skills. The particular problems facing the teacher of junior and senior high classes in Japan will be discussed, and methods to help overcome these problems will be shared. Ways to help students gain confidence, develop a positive attitude toward English, and maximize speaking practice will be presented. Examples and activities will be taken from relevant new materials from Longman. [This presentation is sponsored by Pearson Education Japan.]

## ***THE AMAZING LEARNING KIT: AN IDEAL TOOL FOR SELF-STUDY NARRATIVE WRITING PRACTICE***

WONGTIP, Wisetpong

Offered: Thursday

4:30 Castleview

Maximum: 25

This presentation attempts to provide practical ideas that (a) make learning and practicing narrative writing both fun and stimulating, and (b) enhance learners' motivation and confidence. We will introduce various "Learning Kits" and their potential uses as self-study materials. The workshop begins with a presentation of a variety of models of key elementary foundations for narrative writing, such as the past tense, and sequence and time markers. For each model, the application instruction, procedure, target language, and level of difficulty and appropriateness will be outlined and discussed. Participants will have a chance to try various tasks and explore possibilities for adapting them to their own classes.

## ***HOW TO HAVE SUCCESSFUL ICEBREAKING SESSIONS***

WONGTIP, Wisetpong

Offered: Sunday

4:00 Castleview

Maximum: 25

Students are often shy and at a loss as to how to start a conversation, especially when meeting new people. Teachers can help them by providing ideas on how to "break the ice" in various situations. This active session begins with a presentation of practical ideas and various activities to promote icebreaking sessions in English conversation classes, with emphasis on encouraging students to interact with one another in pairs or groups in a communicative way. By taking part in icebreaker roleplay activities, participants will also learn tips for conducting icebreaking sessions effectively in different real-life situations, such as in cross-cultural or formal business situations.

# BIOGRAPHIES: GUEST PRESENTERS & INTERNATIONAL SCHOLARS

**DAW DORIS BA CHIT** is from Myanmar. She is a senior assistant teacher at Basic Education High School No. 1 in Dagon, Yangon. The school is one of the top-level secondary schools in Myanmar. She has been teaching English there for thirty-seven years, and is currently the dean of the school's English department.

**CLARA BIRNBAUM** is originally from Canada, and has been in Japan for twelve years. She presently teaches EFL at Rikkyo University. Her aim, as a teacher, is to conduct classes that are not only linguistically appropriate for her students, but also relevant to their lives as citizens of the world. As a member of Amnesty International, she is particularly interested in human rights.

**CHARLES BROWNE** is an associate professor at Aoyama Gakuin University. He has been working in Japan as a teacher and teacher trainer since 1985. He came to Japan on the MEF Program (the precursor to the JET Program), and was the first national chairman of the JET Program in 1987-88. He has an M.A. in TESL, and a Ph.D in applied linguistics from Temple University Japan. His research interests include second language vocabulary acquisition and high school English education.

**ANTONY COMINOS**; B.A. Honours (Griffith), M.A. in applied linguistics (Macquarie), Cambridge/RSA CELTA; is a lecturer in English at Kobe Gakuin Women's College. He is a former editor of JALT's monthly magazine *The Language Teacher* and is co-editor of *Studies in Team Teaching* (Kenkyusha), *Japanese Schools: Reflections and Insights* (Shugakusha Kyoto) and *Team Teaching in the Communicative Classroom* (Taishukan). He is author of several articles on English language education in Japan, and translator of two books on Indonesian politics.

**WILLIAM GATTON** is president of DynEd Japan. He began teaching in Japan at the Language Institute of Japan in 1979, and worked as LIOJ's community program coordinator. He subsequently worked at Oxford University Press and BBC English for eleven years. In 1993, he joined former LIOJ director Lance Knowles in founding DynEd Japan.

**CHARLES HADFIELD** is based at South Devon College where he teaches students from all over the world and helps train teachers of English. He has spent many years working in places such as Madagascar, China, Tibet, Europe, and Africa. He began his English teaching career in France, and has adapted one of his wife Jill's *Communication Games* books for the teaching of French. He co-authored *Writing Games*, *Reading Games* (Longman) and, most recently, the *Oxford Basics* series.

**JILL HADFIELD** has worked as a teacher and teacher trainer in Britain, France, China, Tibet, and Madagascar, and run short courses and seminars for teachers in many other parts of the world. She is the author of fifteen resource books for teachers, including the *Communication Games* series, five books in the new *Oxford Basics* series, and *Classroom Dynamics*. She has also written two travel books and a novel.

**DAVID HARRINGTON** has been teaching English to speakers of other languages for over sixteen years. He has taught students of almost every level from preschoolers to graduate students. He is the co-author of *Speaking of Speech*, *Discover Debate*, *Street Talk*, and *What's in the Cards*. He is the founder of The English Resource bookstore, an English language teaching materials specialty store. He is a frequent speaker and teacher trainer at seminars around Japan.

**KENNY HONG** is the software consultant for The ELT Software Store in Edogawa, Tokyo. In his biographical statement, he writes that he is "committed to providing the best selection of ELT-related software and support to the English language teaching professional in Japan."

**MAURICE JAMALL** teaches at Tokai University and Tamagawa University. He has conducted seminars on task design and lesson planning throughout Japan, North America, and Europe. He is the author of the popular teachers' resource book, *Freestanding*, and a new business English book titled *Business Listening and Speaking*. He has an M.A. in applied linguistics, awarded with distinction from the University of Kent at Canterbury.

**JOHANN JUNGE** is a teacher of English at Kansai Gaidai University in Osaka; and a teacher of German at Ritsumeikan University, Ohtani University, and Koka University in Kyoto. He is director of Creative Services International (CSI), and developer of the *TALK Learning Systems*. He is also a cabinet-maker and a conga-maker.

**LANCE KNOWLES** is among the world's foremost authorities on the development and use of multimedia ELT courseware. As the founder and president of DynEd International, he has led the design of several award-winning language learning courses, including the world's first interactive language learning program on CD-ROM in 1987. A former director of LIOJ (1979-86), he is also recognized internationally as a consultant and teacher trainer in the area of learning and technology.

**TOSHIYUKI KODAMA** is an English teacher at Shonan High School in Fujisawa. He has been teaching at various high schools in Kanagawa prefecture for eighteen years. He has been a frequent presenter to groups of Japanese teachers of English and assistant language teachers on subjects such as team teaching, oral communication, and motivation for slow learners.

**GERALD KOCHAPPAN** teaches English at Damansara Utama Secondary School in Petaling Jaya, Selangor, Malaysia. He has an Advanced Teacher Training Certificate in TESL from the Malaysian Ministry of Education; an Advanced English Language Certificate from the University of Malaya, Kuala Lumpur; a B.A. (Hons) in modern English studies from the University of Wales, Cardiff; and an M.S. in education administration from the Universiti Putra Malaysia. He has taught English language at primary, secondary, and tertiary levels for sixteen years.

**LEE YONG-HOON** teaches at Kyongbuk Foreign Language High School in Kumi, Korea. He has taught English for twelve years at four different high schools. He has an M.A. in English drama from Gyongsang National University (1990) and an M.A. in English poetry from Korea National University of Education (1993). He received a Ph.D. in English education (1999) from KNUE. He is co-chair of the KOTESOL Domestic Relations Committee and vice president of the Taegu chapter.

**ALAN MALEY** is currently dean of the Institute for English Language Education, and director of Post-graduate Programs in TESOL at Assumption University, Bangkok. From 1963 to 1988 he worked for the British Council in Yugoslavia, Ghana, Italy, France, China, and India. He was director general of Bell Cambridge from 1988 to 1993. He has published over thirty books and numerous articles. He is the series editor for *Oxford Resource Books for Teachers*.

**LAURA MacGREGOR** came to Japan in 1989 and worked for two years as an AET on the JET Program. She was associate professor of English at Sapporo International Junior College for six years, and has been teaching at Sophia University since April 1999. Her research interests include intercultural communication, language testing, and preschool education. She loves to travel, watch movies, keep fit by walking and jogging, and relax by soaking in hot springs around Japan.

**JOHN MOORE** has been working in English language education for over ten years. During this time, he has conducted many teacher training presentations throughout Japan. He currently serves as a teacher trainer, as well as vice president, for Tuttle Publishing. Prior to joining Tuttle, he worked for Oxford University Press as an ELT consultant and teacher trainer.

**KEISUKE NAKAYAMA** is managing director of the MRA Foundation and director of Asia Center Odawara. He studied at Osaka University of Foreign Studies and Mackinaw College in Michigan, and graduated from Sophia University. In his youth, he traveled to many countries with the cultural exchange program, Up With People. Prior to joining the MRA Foundation in 1992, he worked for twenty-two years with the international joint venture company, JATCO.

ROBERT NELSON has been teaching English for specific purposes in Japan for more than eight years. He is currently president of Language World Company in Yokohama, importers of specialty language and teaching materials from the United States.

MANTHANA PANDEE is representing Thai TESOL at the LIOJ Workshop. She was a presenter at this year's Thai TESOL conference. She graduated from Khon Kaen University with a B.A. in English in 1990. Since then, she has been teaching English to first grade elementary school students at Saint Gabriel's College in Bangkok. In 1997, she received her M.A. in TEFL from Srinakharinwirot University.

ANITA PANDIT has an M.A. in English literature and a B.Ed. from the University of Pune where she was a national merit scholar. As an army officer's wife, she has had the opportunity to travel widely in India. She has experience teaching English in many states in India. For the last four years, she has been a principal at Sardur Dastur Noshervan Girls' High School in Pune. She enjoys reading, writing, travelling, and meeting people.

PAUL RILEY has a M.Ed. in TESOL and extensive teaching, teacher training and curriculum design experience. For the last six years he has worked for Oxford University Press and was an editor on the listening and speaking series, *Springboard*, as well as the listening skills course, *Good News, Bad News*. Currently he is ELT general manager for Oxford University Press Japan.

PAUL SHIMIZU has been teaching for twenty-five years: ten years in high schools in England and fifteen years in Japan. He taught at a Japanese high school for four years, and has taught at numerous colleges and universities. In addition to teaching, he conducts teacher training presentations and is heavily involved in writing, editing, and collaborating on textbooks. He is currently working on an M.Ed. in ELT at Sheffield University in England.

**PETER TATCHELL** is the senior ELT consultant with Nellie's Discount Books. He graduated from the University of Victoria, BC with a degree in biological psychology and studies in developmental psycholinguistics. He has lived in Japan for ten years, and during this time, his experience has included running an English program at a technical school, developing a team teaching program for Shogakukan, and teaching business English at various multi-national corporations in Tokyo.

**RICHARD WALKER** has been involved in ELT through teaching and teacher training for over twelve years. He has taught in the UK, Spain, and Japan, and is currently an ELT training specialist for Longman (Pearson Education), based in Tokyo. Prior to entering the world of ELT publishing, he was vice principal of David English House, a large private language school in Hiroshima, where he taught and organized in-house teacher training.

**WISETPONG WONGTIP** graduated from Chulalongkorn University with an M.Ed. in TESOL. He currently teaches English at the university's language institute and is particularly interested in sociolinguistics and intercultural communication. Prior to joining the institute, he was a feature writer and translator for *The Nation*, an English language newspaper in Thailand, for five years. He also spent a year doing a feature writing course in Melbourne, Australia. When not teaching, he writes articles and freelances as an interpreter for national and international conferences.



# BIOGRAPHIES: WORKSHOP GUESTS

**KANAKO AOKI** is an ELT representative for Cambridge University Press in Tokyo. She will join the Workshop on Tuesday.

**INES ARAYA-ROMAN** is originally from Chile, but has lived in Japan for nineteen years. She teaches Spanish and works for a shop that sells novelty goods from developing countries. She will join the Workshop on Wednesday.

**ALASTAIR LAMOND** is a sales representative at Thomson Learning in Tokyo. He will join the Workshop on Tuesday.

**MAUNG Oo** lives in Tokyo. He is a member of the Myanmar Association in Japan (MAIJ). He will join the Workshop on Wednesday.

**MARI OHASHI** is a sales representative for Y2O Associates in Kawasaki. She will join the Workshop on Tuesday.

**MASAO ONO** is a sales representative for School Book Service, Inc. in Tokyo. He will join the Workshop on Tuesday.

**EDWARD ROOSA** is president of Intercom Press, Inc. in Fukuoka. He will join the Workshop on Tuesday.

**MASAHIDE SHIBUSAWA** is executive director of the MRA Foundation, the sponsor of LIOJ and other educational activities. He now serves as director-CEO of Tokyo Jogakkan Schools for Women. He will join the Workshop on Friday.

**KAZUO SUGANUMA** is a sales representative for Mikasa Book Center in Tokyo. He will join the Workshop on Tuesday.

**KAZUNOBU TAKAO** is director of Educational Venture Corporation (EDVEC) in Yokohama. He will join the Workshop on Tuesday.

**THIN THIN LEE** lives in Tokyo. She is a member of the Myanmar Association in Japan (MAIJ). She will join the Workshop on Wednesday.

**BASIL TONKS** is a manager at Educational Venture Corporation (EDVEC) in Yokohama. He will join the Workshop on Tuesday.

**TUN AYE** is a dentist in Hiratsuka city. He has lived in Japan for thirty-seven years. He is a founding member of the Myanmar Association in Japan (MAIJ). He will join the Workshop on Wednesday.

**MAYUMI UWABO** is a sales representative at Thomson Learning in Tokyo. She will join the Workshop on Tuesday.

**RUSSELL WILLIS** is president of eigoTown.com. He will join the Workshop on Tuesday.

**TOMIO YAMANAKA** is a sales representative at Nellie's Discount Books in Tokyo. He will join the Workshop on Tuesday.

# BIOGRAPHIES: LIOJ FACULTY & STAFF

**JON COLLER**, LIOJ program developer, received a B.A. in visual arts from Griffith University in Brisbane, Australia, a Graduate Diploma in educational administration from the University of Melbourne, and a Certificate of Teaching English as a Foreign Language to Adults from the Royal Society of Arts, Cambridge. He has taught English in Japan, Korea, and Australia for over ten years.

**JIM KAHNY**, LIOJ director, has been teaching EFL in Asia for fourteen years. He teaches at Matsuda and Yadoriki Junior High Schools in Matsuda town, and coordinates LIOJ's Thailand/Japan Team Teaching Exchange in partnership with Srinakharinwirot University, Bangkok. He taught in Korea and Thailand, and served for two years as a US Peace Corps volunteer in Benin, West Africa.

**CHRIS KOELBLEITNER**, LIOJ instructor, is from Montreal, Canada. He has a Certificate of Teaching English as a Foreign Language to Adults from the Royal Society of Arts, and a B.A. from York University, Toronto; and an M.A. in English literature from Concordia University, Montreal. Before coming to LIOJ, he taught ESL in Canada for three years.

**KAZUMI MASUDA**, LIOJ office manager, was an English literature major at Ohtsuma Women's College in Tokyo. She is responsible for overseeing the LIOJ office, and for making arrangements for the Summer Workshop. She is also involved in cultural activities conducted by Odawara city.

**KIRSTEN McDONALD**, LIOJ instructor, is from New Zealand. She received a Bachelor of Laws and a Bachelor of Social Sciences in psychology from Waikato University in Hamilton, New Zealand. She has a Certificate in Teaching English as a Foreign Language to Adults from the Royal Society of Arts, Cambridge. She taught in Fukuoka prefecture for three years before joining LIOJ.

**KAZUKO MIZUKAMI** is an LIOJ office assistant. She works mainly with the school's community program. She studied Japanese literature at Komazawa College in Tokyo. In 1993, she taught Japanese language in Australia for ten months.

**JULIA MORTON**, LIOJ instructor, is from Wales. She has a B.A. in history from the University of London, an RSA/CTEFLA from St. Giles College in Brighton, and an RSA/CELTYL (young learners' extension course) from International House, Lisbon, Portugal. She has been teaching EFL for the past three years. Her teaching has taken her to Poland, Portugal, and Fukuoka city.

**TARON PLAZA**, LIOJ instructor, is from the United States. He has a B.S. with honors in biochemistry from the University of California at Davis, and an RSA/CELTA from St. Guiles College in San Francisco. He taught EFL in Nagoya, Fuji, and Tokyo before joining the faculty of LIOJ. He is a certified yoga instructor, and has conducted yoga classes in the US, Canada, and the Bahamas.

**YOSHINO SAI** is an LIOJ office assistant. She joined the LIOJ staff in 1999. When she was in high school; she studied for two years in Massachusetts. Prior to joining LIOJ, she worked for two years at the Fujiya Hotel in Hakone.

# LANGUAGE INSTITUTE OF JAPAN

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, with Rowland Harker as the first director. LIOJ began as an experimental school with residential courses specializing in preparing Japanese university students to study abroad. Over its 32-year history, it has evolved to meet new needs in language education. The following are descriptions of LIOJ programs for the 2000-01 school year.

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

The International Summer Workshop at LIOJ has been an annual event at LIOJ since 1969. This year marks our 32<sup>nd</sup> Summer Workshop making it one of the oldest ongoing teacher training conferences in Japan. More than 4,000 participants have attended LIOJ Workshops over the years. We are looking forward again to a great Workshop this year, and have already started making plans for next year's 33<sup>rd</sup> Summer Workshop which will take place August 5-10, 2001, and will be filled with the high-quality presentations and classes that our participants have come to expect. Next year's Workshop will be suitable for a variety of participants, including elementary, junior high, and senior high school English teachers, college or university lecturers, language school instructors, and education students. Please contact us if you would like to attend, or if you have any questions.

## **LIOJ Junior High School Team Teaching Program**

Since 1988, LIOJ teachers have participated in "International Understanding" team teaching classes in local junior high schools. Currently, we provide team teaching visits to Matsuda Junior High School and Yadoriki Junior High School in nearby Matsuda town.

## **LIOJ-SWU Thailand/Japan Team Teaching Exchange**

In cooperation with the Department of Linguistics at Srinakharinwirot University (SWU) in Bangkok, Thailand, LIOJ established this teacher exchange program in 1993 to give Japanese English teachers the opportunity to travel to Thailand and team up with a Thai counterpart, and to experience team teaching from a valuable new perspective: that of the visiting teacher. The exchange also involves a visit by the Thai teacher to Japan to team teach in the Japanese teacher's school. The LIOJ-SWU Thailand/Japan Team Teaching Exchange Program runs for approximately two weeks in mid-August (in Thailand) and approximately two weeks in mid-October (in Japan). It is a great opportunity to develop new teaching perspectives, and applications are already being accepted for the 2001 exchange.

## **LIOJ High School Intensive Courses**

In 1992, LIOJ started an intensive residential program for high school students, and since then, more than 2,500 students from high schools in Tokyo and Kanagawa prefectures have participated in these programs. The program is a three-day activity-based residential English course for entire classes or for individual students. Students are given opportunities to speak English in a variety of fun activities which motivate them for continued studies in English. We have also been successful in providing groups with functional pre-departure training for overseas trips to English-speaking countries. Currently we host students from Fukagawa High School (Koto ward, Tokyo), Goryogadai High School (Hiratsuka city, Kanagawa), Hachioji Koryo High School (Hachioji city, Tokyo), Kodaira High School (Kodaira city, Tokyo), and Tokyo Jogakkan Girls' High School (Shibuya ward, Tokyo). Teachers interested in learning more are encouraged to contact our office for details.

## **LIOJ Business Communication Program**

LIOJ started its intensive residential business English program in 1972, and more than 6,000 business people have completed the program since then. This year, LIOJ will conduct three Business Communication Programs, with participants coming from Japanese and international companies from all over Japan. Our participants have included business people preparing for overseas posts or business trips, as well as those who deal with international customers and business associates here in Japan. The program runs for two weeks, and targets skills such as giving presentations, using telephones, participating in meetings, and writing using business formats. Our office staff would be happy to answer any questions you may have about this program.

## **LIOJ Community Program**

In 1971, community English courses for residents of Odawara were added to LIOJ's list of programs, and thousands of local residents have participated in our classes over the years. We continue to offer classes and special events for children, junior and senior high school students, and adults. We follow a curriculum developed by our own teachers, and aim to provide highly stimulating and enjoyable lessons that satisfy our students' desire to learn.

## ***Perspectives on Secondary School English Education***

In 1998, commemoration of our 30<sup>th</sup> anniversary, LIOJ published a collection of 39 articles by educators from 14 different countries on both theoretical and practical aspects of EFL acquisition and instruction, intercultural training and learning, international language teaching with a special emphasis on Japan, and English as an international language. The topics are relevant to junior and senior high school EFL teachers in Japan as well as to the larger group of language educators worldwide. *POSSEE* contributors include J.D. Brown, Kip Cates, John Fanselow, Colin Granger, Kenji Kitao & S. Kathleen Kitao, P. Lance Knowles, Kaoru Kobayashi, Alan Maley, Yoko Matsuka, Sen Nishiyama, and David Nunan. *POSSEE* is available at the Workshop Book Fair/ELT Materials Display on Tuesday, or by contacting the LIOJ office.

## Other LIOJ Activities

Other educational activities that LIOJ is involved in this year include:

- hosting and judging the Odawara Lions Club speech contest for senior high school students;
- presenting public lectures on a variety of topics;
- hosting a chapter meeting of Yokohama/West Tokyo JALT.

For more information about our programs, contact our office at:

Language Institute of Japan (LIOJ)  
Address: Asia Center Odawara  
4-14-1 Shiroyama  
Odawara, Kanagawa 250-0045  
  
Tel: (0465) 23-1677  
Fax: (0465) 23-1688  
E-mail: [lioj@pat-net.ne.jp](mailto:lioj@pat-net.ne.jp)

Or check out the LIOJ homepage at:

<http://www.geocities.com/lioj.geo>



## **English Teachers in Japan (ETJ)**

The 32<sup>nd</sup> LIOJ International Summer Workshop for Teachers of English is supported by ETJ (English Teachers in Japan). ETJ is a free association for English teachers in Japan that encourages the exchange of information and teaching ideas, promotes training and professionalization, and obtains benefits and discounts for members.

### **Aims**

The overall aim is to give more power to learners and teachers in Japan. The intention is to complement and support existing teachers' associations, so it is possible to be an active member of ETJ as well as other associations. More detailed aims are:

1. To encourage the general professional development of ELT in Japan through meetings, discussions, training workshops and courses, local and international newsletters and magazines, and by making relevant resource material readily available.
2. To encourage all kinds of approaches and methodologies that empower Japanese learners to develop themselves linguistically, personally, and in their awareness of the global community.
3. To empower individual classroom teachers to develop ideas and materials, and encourage these teachers to share their ideas and materials with other teachers.
4. To encourage a positive and mutually beneficial relationship between teachers and ELT-related businesses.
5. To provide value for money to members by keeping fees low and arranging financial advantages and discounts.

### **Initial Benefits**

All members are encouraged to suggest ways of adding to the following benefits:

1. Members may join groups, arranged according to interest or geographical area. Area groups will hold occasional meetings and be encouraged to arrange special events. Those sharing the same interests will be encouraged to take part in discussion groups and, where appropriate, look for ways to make real changes to English language teaching in Japan.

2. Members will be encouraged to write articles, develop materials, set up interest groups, propose ways of implementing the ETJ aims, and generally develop English teaching in Japan. ETJ will help empower members to achieve their goals.
3. Members will receive regular information on what's happening within ETJ and on new benefits.
4. Members will regularly be asked for feedback and suggestions, and have opportunities to discuss the development of the association.
5. Members will receive discounts on a wide range of materials and some training courses. All members will receive a full list of discounts available.
6. The association will act in harmony with ELT businesses and respect their need to market their materials as effectively as possible, thus attracting benefits for members and sponsorship for events.

### **E-mail Discussion Group**

ETJ has an active e-mail discussion group. Members use this group to exchange information and teaching ideas.

### **Teacher Training Seminars**

Later this year, ETJ will sponsor several teacher training workshops around Japan. Dates of these training sessions are November 12, 19, 23, 26, and December 10. Please contact ETJ for details.

### **How to Join**

For further information, or to join ETJ, please contact David English House:

ETJ  
Address: c/o David English House  
Polesta Bldg., 7-5 Nakamachi  
Naka-ku, Hiroshima City, 730-0037  
  
Tel: (082) 244-2633  
Fax: (082) 244-2651  
E-mail: [Kyoko@DavidEnglishHouse.com](mailto:Kyoko@DavidEnglishHouse.com)

## Why LIOJ?

by Minoru Nanatsumura

[Minoru Nanatsumura teaches English at Sakuradai High School in Nagoya. He has attended the LIOJ Summer Workshop more than 25 times.]

- *Why have I attended so many LIOJ Summer Workshops?*

In 1973, I was looking for a place in Japan to brush up my English during summer vacation. That year, I attended the LIOJ Workshop for the first time. It was an impressive Workshop with about 150 studious participants. I was moved by the experience and, ever since, attendance at the Workshop has been a regular part of my life. Exchanging ideas and making friends with teachers from other prefectures and other countries have also been great sources of motivation for me.

- *What are my best memories of LIOJ Workshops I have attended?*

I have many good memories of morning class teachers who were very kind and patient. My confidence increased because they politely listened to my slow, incorrect English. In addition, I remember my roommates at the Workshop. One was an assistant professor at a university in Thailand. We talked about many things almost every night over beer. Through our conversations, I think he developed a more positive feeling toward Japan and Japanese people.

- *How has my teaching changed as a result of attending LIOJ Workshops?*

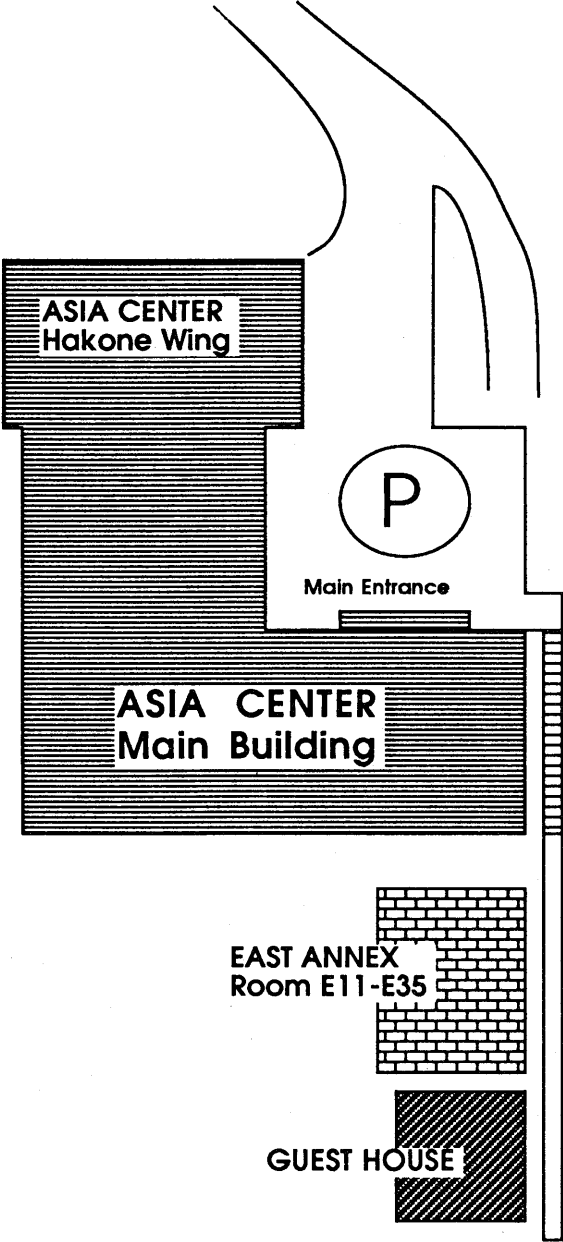
My English has changed the most. Now I use more English in class and I have fewer difficulties in using English. In team teaching classes, I am less shy about speaking English even though I make mistakes. I believe I can be a good model of using English for my students, even if my English is a little "Japanized."

- *How has the LIOJ Workshop changed over the years?*

In the early seventies, everyone studied English in the morning classes. Participants took a placement test, and then were divided into ten language class groups. In addition, Workshop participants have also changed. Though we have always been able to have good discussions about education, participants now are more talkative and speak English more fluently.

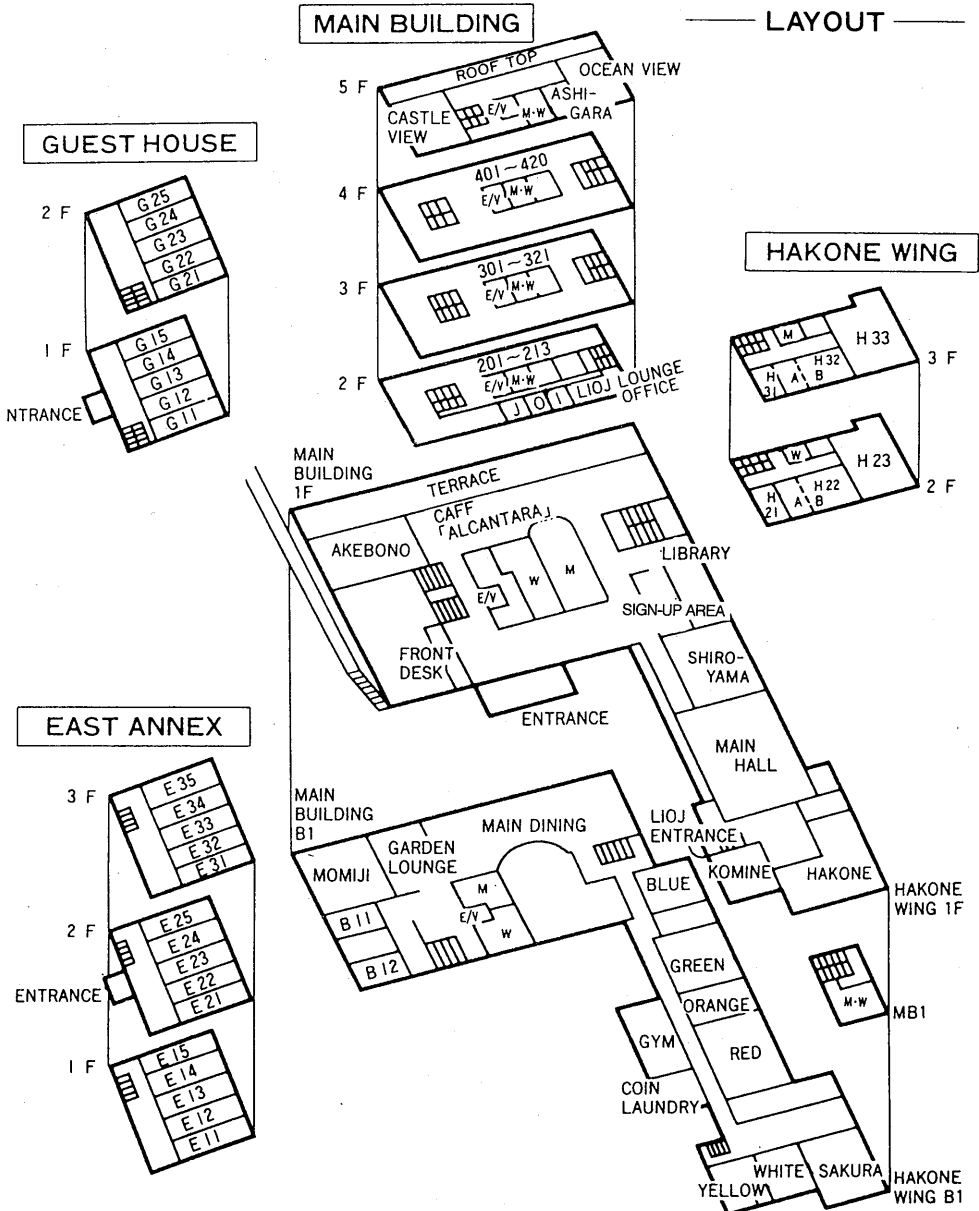
I hope to see you at LIOJ again next year!

Asia Center Odawara: Main Building, Hakone Wing, East Annex, Guest House





LAYOUT



Notes:

We hope to see you next year!

**33<sup>rd</sup> Annual**  
**International Summer Workshop**  
**for**  
**Teachers of English**

**August 5 - 10, 2001**



