

~ 33rd Annual ~

**International Summer Workshop
for
Teachers of English**

August 5 ~ 10, 2001



LIOJ
LANGUAGE INSTITUTE OF JAPAN

ASIA CENTER ODAWARA
Odawara, Kanagawa

WELCOME!

Message to Participants and Guests

Silver and gold anniversaries, representing a quarter and half century respectively, are major milestones that are celebrated with much fanfare. However, there is not usually the same pomp and glitter accompanying the commemoration of a third of a century. After all, what precious mineral or gem is associated with 33 1/3?

The Language Institute of Japan was founded in April 1968. This month, we mark a third of a century of involvement in English language teaching in Odawara, in Japan, and in East Asia. This year's Workshop is the cornerstone of our celebration.

We look forward to a Workshop worthy of celebration: 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 variety of topics: This year's program features a selection of more than fifty presentations.

The Workshop's essential feature is, of course, 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.

So we welcome participants from around Japan, and guests from around the world to Odawara and to the 33rd Annual LIOJ International Summer Workshop for Teachers of English! Thank you for coming this year and helping us celebrate a third of a century!

Enjoy the Workshop!

- LIOJ Faculty & Staff -

ACKNOWLEDGMENTS

LIOJ would like to thank the following organizations for their generous support of the 33rd Annual International Summer Workshop for Teachers of English:

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.

Oxford University Press

This year, Oxford University Press Japan has generously contributed to the fund that allows us to invite excellent featured presenters 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 75.)

Teaching Associations in Asia

We are grateful to the teaching associations represented at the Workshop for working in partnership with LIOJ to bring one of their members here this week. Thanks to FEELTA (Russia), Korea TESOL, MELTA (Malaysia), and Thailand TESOL. Thanks also go to Chulalongkorn University Language Institute.

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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	- Break -
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

Descriptions of all presentations can be found in this handbook beginning on page 32. 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) in the back of this book. Lunch and afternoon breaks are good opportunities to sign up.

- Please note that some of the presentations will be repeated.
- Please attend only the presentations you sign up for.

BOOK FAIR / ELT MATERIALS DISPLAY

Are you looking for the perfect course book? A time-saving resource book? The latest computer courseware? At this year's Workshop, we will hold our annual Book Fair and ELT Materials Display in Main Hall (1F) on Tuesday, August 7. 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 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 companies, 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 following publishing companies and ELT materials distributors for participating in the Workshop and contributing prizes for the drawing:

The British Council Tokyo
Cambridge University Press
DynEd Japan
The English Resource
ISA
Macmillan LanguageHouse
Mikasa Book Center
Nellie's Discount Books
Oxford University Press
Pearson Education Japan
Thomson Learning
Tuttle Publishing

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 interesting 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, Benin, Burma, England, Japan, Korea, Malaysia, Russia, Scotland, Thailand, 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! The Workshop will offer many opportunities for us to get to know each other in a relaxed atmosphere.

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 5 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.
- The Evening Out in Odawara will start at 6:00 p.m. on Thursday, August 9. Workshop participants will enjoy an evening on the town together with their morning classmates and teacher. (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 on Friday, August 10 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.

The roof of Asia Center Odawara (5F) is a popular venue to enjoy the wonderful views of Sagami Bay, or for warm evening gatherings. So please feel free to take advantage of this special spot!

Have fun!

SCHEDULE FOR THE WEEK

SUNDAY, AUGUST 5th

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 • Masahide Shibusawa Executive Director, MRA Foundation • Keisuke Nakayama Managing Director, MRA Foundation Director, Asia Center Odawara	(Main Hall - 1F)
2:15 ~ 3:00	Opening Address: <i>Busted Lessons: When Bad Things Happen to Good Teachers</i> • Richard Day University of Hawaii	(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	Morning Class Orientation	
6:30 ~ 8:00	- Welcome Dinner -	(Hakone - 1F)

MONDAY, AUGUST 6th

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 7th

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 8th

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 9th

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 10th

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	- Farewell Dinner -	(Hakone - 1F)
8:00 / 8:30	[A shuttle bus will leave for Odawara Station at these times.]	

PRESENTATION SCHEDULE

SUNDAY PRESENTATIONS

2:15 ~ 3:00

Opening Address

Day	• <i>Busted Lessons: When Bad Things Happen to Good Teachers</i>	Main Hall
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4:00 ~ 5:30

Abrahamson	• <i>Games and Activities for Young Learners</i>	Oceanview
Arya	• <i>The English Camp</i>	Castleview
Fujimoto	• <i>Role Plays for Japanese Students: A Scaffold Approach</i>	H23
Knowles	• <i>Multimedia Basics for Teachers</i>	Shiroyama
Krause	• <i>From Listening to Speaking</i>	Sakura

MONDAY PRESENTATIONS

1:30 ~ 3:00

Day	• <i>Extensive Reading in the EFL Classroom</i>	Sakura
Fujimoto	• <i>Focusing on Nonverbal Communication in the English Class</i>	H23
Kim	• <i>EFL Education in Korea</i>	Oceanview
Knowles	• <i>Relating the Four Skills through Multimedia</i>	Shiroyama
Shikata	• <i>English Education in Japanese Elementary Schools and Its Impact on Secondary School Education</i>	Castleview

4:00 ~ 6:00

Maley	• <i>Creative Writing in English</i>	H23
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4:30 ~ 6:00

Abrahamson	• <i>Making School Texts More Interesting</i>	H22
Ismail	• <i>Teaching Literature to Low-level Students: the Kelantan Experience</i>	Oceanview
Krause	• <i>Total Physical Response and Beyond</i>	Sakura
Reveko	• <i>TEFL in Russia</i>	Castleview

7:00 ~ 8:30

Abrahamson	• <i>Video in the Classroom: Still a Fun Tool!</i>	Oceanview
Day	• <i>Taking the Text to Task</i>	Sakura
Kahny	• <i>Warm-up Activities for EFL Classes</i>	H23
Kwankiri	• <i>Exploiting Dialogues in the Classroom to Develop Speaking Ability</i>	Castleview
Nakayama	• <i>Why Do We Learn English?</i>	H22

TUESDAY PRESENTATIONS

1:30 ~ 3:00

Bowie	• <i>Motivating Your Students to Fluency</i>	H22
Gatton	• <i>Multimedia Courseware for Junior and Senior High School Students</i>	Shiroyama
Palmer & Halligan	• <i>Error Correction: Spoken English</i>	Sakura
Riley	• <i>Turn Your Readers into Bookworms</i>	H23
Rossiter	• <i>Challenges and Solutions for High School Learners of English</i>	Castleview

4:30 ~ 6:00

Harrington	• <i>Getting Ready for Speech</i>	Sakura
Larsen	• <i>STYLE: A Language Testing System for Children</i>	Castleview
Moore	• <i>From Pairs to Groups: Getting Your Students to Communicate!</i>	H22
Tope	• <i>Practical Techniques and Vocabulary Development at the High School Level</i>	Oceanview
Waring	• <i>Monolingual Dictionary Skills that You Can Teach</i>	H23

7:00 ~ 8:30

Fujimoto	• <i>Lessons that Get Students Talking</i>	H23
Kitao, K.	• <i>Reading Newspapers in the Language Classroom</i>	Castleview
Kitao, S.	• <i>Teaching Students to Develop their Vocabularies</i>	H22
Knowles	• <i>Improving Pronunciation and Fluency through Multimedia</i>	Shiroyama
Krause	• <i>Grammar Games</i>	Sakura

WEDNESDAY PRESENTATIONS

1:30 ~ 3:00

Day Fujimoto	• <i>Questioning EFL Reading</i> • <i>Role Plays for Japanese Students: A Scaffold Approach</i>	Sakura H23
Gatton	• <i>Implementing Multimedia and Distance Education</i>	Shiroyama
Kahny Kitao, S.	• <i>Team Teaching Discussion Group</i> • <i>Sorry, but I'm Busy: Teaching Functions in English</i>	Castleview H22

4:30 ~ 6:00

Abrahamson Kitao, K.	• <i>Rotto: Home of the Quokka</i> • <i>Using the Internet with Secondary School Students: Dos and Don'ts</i>	Oceanview Shiroyama
Kwankiri	• <i>Exploiting Dialogues in the Classroom to Develop Speaking Ability</i>	Castleview
Strain Waring	• <i>Lexical Grammar: Simple, but So Basic</i> • <i>Dealing with Vocabulary in the Japanese Classroom</i>	H23 Sakura

7:00 ~ 9:30

International Night!

Main Hall

THURSDAY PRESENTATIONS

1:30 ~ 3:00

Abrahamson	• <i>Games and Activities for Young Learners</i>	Oceanview
Day	• <i>Critical Thinking and Discussion</i>	H23
Kitao, S.	• <i>Teaching Students to Develop their Vocabularies</i>	H22
Yoshida	• <i>Intercultural Communication in Japan's EFL Context</i>	Sakura

4:30 ~ 6:00

Day	• <i>Taking the Text to Task</i>	Sakura
Ismail	• <i>English Education in Malaysian Secondary Schools</i>	Oceanview
Kitao, K.	• <i>The Twenty Most Useful Internet Sites for the Language Classroom</i>	Shiroyama
Nakayama	• <i>Why Do We Learn English?</i>	H22
Strain	• <i>Language Acquired, but NOT Learned</i>	H23

FRIDAY PRESENTATIONS

1:30 ~ 3:00

Abrahamson	• <i>Video in the Classroom: Still a Fun Tool!</i>	Oceanview
Kitao, S.	• <i>Writing and Interpreting Tests</i>	Sakura
Reveko	• <i>How to Make English Classes Effective</i>	Castleview
Shikata	• <i>English Education in Japanese Elementary Schools and Its Impact on Secondary School Education</i>	H22
Strain	• <i>Dictation Level X: Perception</i>	H23

4:00 ~ 5:30

Arya	• <i>The Pronunciation Clinic</i>	Castleview
Day	• <i>The Go-to Student</i>	Sakura
Kim	• <i>Developing English Conversation Skills through Task-based Activities at the Secondary Level</i>	Oceanview
Kitao, K.	• <i>Reading Newspapers in the Language Classroom</i>	H22
Yositake-Strain	• <i>Vocabulary Building Endeavor</i>	H23

GUEST PRESENTERS

Stuart Bowie

Macmillan LanguageHouse

Richard Day

University of Hawaii

Donna Fujimoto

Kobe University of Commerce

William Gatton

DynEd Japan

Helen Halligan

The British Council Tokyo

David Harrington

The English Resource

Kenji Kitao

Doshisha University

S. Kathleen Kitao

Doshisha Women's College

Lance Knowles
DynEd International

Aleda Krause
Aleda's English

Craig Larsen
Nellie's Discount Books / Saxoncourt ELT

Alan Maley
Assumption University

John Moore
Tuttle Publishing

Keisuke Nakayama
MRA Foundation / Asia Center Odawara

Sheena Palmer
The British Council Tokyo

Paul Riley
Oxford University Press

Mark Rossiter
Thomson Learning

Jeris Strain

Himeji Dokkyo University

Andrew Tope

Pearson Education Japan

Rob Waring

Notre Dame Seishin University

Kensaku Yoshida

Sophia University

Sonia Yositate-Strain

Himeji Dokkyo University

INTERNATIONAL SCHOLARS

Tanyaporn Arya

Chulalongkorn University Language Institute, Thailand

Abdullah Ismail

Kedai Buloh Secondary School, Malaysia
(MELTA)

Kim Gilwon

Kyungil High School, Korea
(Korea TESOL)

Rojana Kwankiri

Sa-ard Phadermwittaya School, Thailand
(Thai TESOL)

Galina Reveko

English Specialized School 57, Russia
(FEELTA)

Manji Shikata

Kansai Gaidai College, Japan

WORKSHOP GUESTS

Kanako Aoki

Cambridge University Press

Chris Balderston

Oxford University Press

Emmanuel Gbevegnon

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Mya Mya Win

Myanmar Association in Japan

Koji Sakai

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Masahide Shibusawa

MRA Foundation / Tokyo Jogakkan Schools for Women

Kazuo Suganuma

Mikasa Book Center

Thin Thin Le

Myanmar Association in Japan

Tun Aye

Myanmar Association in Japan

Tomio Yamanaka

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Instructor

Jon Coller

Program Developer

Jim Kahny

Director

Kazumi Masuda

Office Manager

Diane McCall

Instructor

Kazuko Mizukami

Office Staff Member

Yoshino Nakagawa

Office Staff Member

Ian Russell

Instructor

Stephen Shrader

Instructor

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.	Russell	• <i>Developing Your General English Skills</i>	H22
B.	Coller	• <i>Developing Your General English Skills</i>	Oceanview
C.	Maley	• <i>How to Improve English Pronunciation</i>	Castleview
D.	McCall	• <i>Motivating Activities for the Junior and Senior High School Classroom</i>	Sakura
E.	Shrader	• <i>My Way: Exploring Our Own Approaches to Teaching</i>	Shiroyama
F.	Yositake-Strain	• <i>Cultural Surprises and Misunderstandings</i>	H23

A *DEVELOPING YOUR GENERAL ENGLISH SKILLS*

RUSSELL, Ian

H22

Teachers unite! Let's get together and develop your English fluency skills in a communicative atmosphere, while having some fun at the same time! This course will focus on speaking and listening, and help you to improve your vocabulary, pronunciation, and listening comprehension through a variety of techniques. Classes will involve lots of moving around and chatting to your colleagues through pairwork and teamwork, so you won't have too much time to get attached to your chair! Activities are all designed to assist you in developing your confidence and general English proficiency. Each session will close with a short discussion on how to adapt the activities and materials for your classroom. (This course is designed for levels 1 and 2.)

B *DEVELOPING YOUR GENERAL ENGLISH SKILLS*

COLLER, Jon

Oceanview

Back to school! Through a variety of individual, pairwork, and teamwork classroom activities, participants will be able to use and develop their English communication skills. The focus of this class will be on speaking and listening with the aim of improving participants' vocabulary, pronunciation, comprehension, fluency, and overall English-speaking confidence. The class will be held in a student-centered learning environment with participants taking part in all class activities. We will spend a lot of time moving about, mixing, and communicating with each other, so it will be good exercise, too! We will end each class with a discussion of how participants can use the activities in their own classes, and how they can be changed to suit a variety of teaching contexts. (This course is designed for levels 2 and 3.)

C *HOW TO IMPROVE ENGLISH PRONUNCIATION*

MALEY, Alan

Castlevieu

Pronunciation has tended to be neglected in recent years. Yet, many teachers (and learners) feel that it is one of the most important areas of language study. The aim of this class is to help you improve your pronunciation of English—not to make you sound like a native speaker, but rather to become more easily understood by other speakers of English. We shall do a number of activities to increase your sensitivity to English sounds and how they are pronounced. We shall also engage in fun activities to improve stress and intonation. By the end of the week, you should have improved your pronunciation—and become a much more confident speaker of English. (This class is open to all levels.)

D *MOTIVATING ACTIVITIES FOR THE JUNIOR AND SENIOR HIGH SCHOOL CLASSROOM*

McCALL, Diane

Sakura

Are you constantly on the lookout for ways to motivate and stimulate large classes? How do you spark your students' interest in using English communicatively in the classroom—and maintain that interest? This course aims to provide you with (a) a bank of fun, motivating, and ready-to-use sample lessons; (b) ideas for activities that are adaptable to a wide range of teaching points; (c) the opportunity to share stories and brainstorm ideas with peers; and (d) a students' perspective as you try out old favourite activities and new possibilities. Teaching large classes is challenging. Having a wide range of resources upon which to draw can only lead to more confident and enthusiastic teaching which, in turn, can help lead to more productive and enjoyable learning environments. (This class is open to all levels.)

E MY WAY: EXPLORING OUR OWN APPROACHES TO TEACHING

SHRADER, Stephen

Shiroyama

Why ask why? We teachers come into the classroom with beliefs about how we should do our work. Those beliefs come from many different sources and shape our teaching, from how we organize our classes to how we make sense of the textbooks that we use. This course will be an opportunity to discover together what our own beliefs are so that we can make informed choices. Activities will give participants the opportunity to (a) see things through the eyes of a learner, (b) discuss in a non-threatening way personal beliefs about learning and teaching, and (c) practice applying insights from the course to lesson planning. Don't miss this chance to ask yourself why! (This class is designed for levels 2, 3, and 4.)

F CULTURAL SURPRISES AND MISUNDERSTANDINGS

YOSITAKE-STRAIN, Sonia

H23

Today, students and teachers around Japan come into daily contact with different cultures through TV, magazines, advertisements, ALTs, and the IT revolution. In addition, we know that linguistic competence does not guarantee successful communication in an intercultural situation, even if we have the right words and use the grammar perfectly. The goal of this class is to develop participants' cultural awareness and sensitivity through a variety of activities and discussions. The focus is mainly on Japanese and American values, priorities, and verbal/non-verbal practices. Participants will be encouraged to share experiences they have had with different cultures of the world, especially examples of "incompatible pragmatics," that is, cultural surprises and misunderstandings. (This class is open to all levels.)

PRESENTATION DESCRIPTIONS

(Listed in alphabetical order by presenter)

GAMES AND ACTIVITIES FOR YOUNG LEARNERS

ABRAHAMSON, Stuart

Offered: Sunday	4:00	Oceanview	Maximum: 25
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Offered: Thursday	1:30	Oceanview	Maximum: 25
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With the introduction of English into elementary schools nearing and the widespread popularity of English among young learners increasing, teachers need to begin preparations for this change as soon as possible. To aid teachers in their planning, I will demonstrate activities and games that I often use (most of which can be adapted to junior and possibly even senior high school students), and discuss the resources I use that help make lesson planning for kids easier. In order to do this, you are requested to become a kid again! So be prepared to clap, scream, throw, slam and race your opponent in what will be a fun (and hectic), 90 minutes!

MAKING SCHOOL TEXTS MORE INTERESTING

ABRAHAMSON, Stuart

Offered: Monday	4:30	H22	Maximum: 25
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As an ALT, I have experienced some of the problems associated with creating interest for students when using school texts. In this session, I will propose some ideas in order to evoke interest for English in the class. I intend to do this by choosing actual examples from current school texts and applying successful methods that I have used in the classroom that have helped students enjoy language learning. Be prepared to participate and discuss your ideas on creating interest in the classroom as well as learn some new approaches to language teaching.

ROTTO: HOME OF THE QUOKKA

ABRAHAMSON, Stuart

Offered: Wednesday 4:30 Oceanview Maximum: 25

What would you do if you came face to face with a quokka? Why are military guns pointed at Perth? Did Vlamingh look out and where is his cape? Take a swim in a basin and find out if there truly is a beach made of rice! Intrigued...? Confused...? Are you tired of hearing about the usual fill on Australia (e.g., koalas, the Sydney Opera House, the Gold Coast)? Come and participate in today's session and learn about a place that is truly unique in its environment, turbulent history, and what it has to offer today.

VIDEO IN THE CLASSROOM: STILL A FUN TOOL!

ABRAHAMSON, Stuart

Offered: Monday 7:00 Oceanview Maximum: 25
Offered: Friday 1:30 Oceanview Maximum: 25

With Internet-based learning so prevalent these days, a very useful tool has been pushed aside and forgotten about—video, a tool so unique and helpful, its versatility simply can't be ignored. Over the past two months, I have been teaching a "special focus" class at LIOJ using video. Let me tell you of my experiences on what has and hasn't worked and how you can adapt these methods to suit your own teaching style. This will be a fun session that requires discussion and participation, so be prepared to talk and get involved!

THE ENGLISH CAMP

ARYA, Tanyaporn

Offered: Sunday

4:00 Castlevew

Maximum: 25

In an EFL environment, where there is practically no need to use English in daily life, an English camp is probably one of the closest ways to creating an English-speaking world for a homogeneous group of English language learners. This presentation attempts to illustrate how an English camp is organized for students at Chulalongkorn University. The processes involved in the preparation of the English camp, the nature of the English camp itself, as well as the outcome will be explored in this session. Samples of activities, photographs, as well as selected segments from an English summer camp on video will also be displayed.

THE PRONUNCIATION CLINIC

ARYA, Tanyaporn

Offered: Friday

4:00 Castlevew

Maximum: 25

Experimenting with producing different sounds can be fun. In a language class, pronunciation practice is often more enjoyable for language learners than studying grammar. This session will demonstrate how using a variety of methods and material in pronunciation practice can be both effective and entertaining. This session will also demonstrate how pronunciation practice may lead to learning other aspects of the language, especially the grammar and culture of the target language. Participants can expect to take part in some of the activities, which they may find practical and applicable to their own classes.

MOTIVATING YOUR STUDENTS TO FLUENCY

BOWIE, Stuart

Offered: Tuesday

1:30 H22

Maximum: 25

Choosing the right material to use in class is, of course, both a difficult and important decision. As important as the material itself is our ability to exploit and adapt it to activate our students' natural use of English. In larger classes, or in those with young students, there is also the question of motivation. In this presentation, various strategies to increase both motivation and students' natural use of English will be discussed. Examples will be taken from Macmillan's *Get Real!* and *Laugh and Learn with Mr. Bean!* [This presentation is sponsored by Macmillan Language House.]

Opening Plenary

BUSTED LESSONS: WHEN BAD THINGS HAPPEN TO GOOD TEACHERS

DAY, Richard

Offered: Sunday

2:15 Main Hall

What should you do when you find yourself in the middle of a lesson that is a bust, a failure? This is one of the most challenging situations in teaching. Busted lessons happen to experienced as well as beginning teachers. Unfortunately, there is no research on the subject. In the opening plenary, I will report the results of a first look in that dark corner of the foreign language classroom. I will (a) discuss the concept of a busted lesson, (b) present the results of interviews with teachers, (c) discuss options available when teachers find themselves in the middle of a busted lesson, and (d) discuss the impact of busted lessons on teachers and some suggestions for surviving them.

CRITICAL THINKING AND DISCUSSION

DAY, Richard

Offered: Thursday

1:30 H23

Maximum: 30

Are your students reluctant to use English, even in communicative activities? With the appropriate materials, EFL students—even false beginners—can express opinions and have discussions in English. This workshop focuses on the development of materials and activities that will help students at all levels begin to think critically and exchange ideas in English. We will begin with the presentation of a methodology that has been successful in helping students to examine their own beliefs about important issues and exchange ideas about these issues with classmates. Next, we will look at published material to see the methodology in action. Finally, we will explore how teachers might use the methodology in their own classrooms.

EXTENSIVE READING IN THE EFL CLASSROOM

DAY, Richard

Offered: Monday

1:30 Sakura

Maximum: 30

Japanese EFL students may be avid readers in their own language, but often they do not enjoy the process of learning to read in English. The problem may be that the traditional approach to teaching reading in Japan—grammar translation—fails to excite students about reading in English. And yet it is possible for students to learn to read EFL *and* to enjoy EFL reading. Not only that, they can enhance their ability to pass examinations at the same time. This can be done by incorporating extensive reading into the curriculum. In this workshop, I will introduce extensive reading as a way of improving (a) students' attitude toward English reading, (b) their proficiency in reading, and (c) their English language ability.

THE GO-TO STUDENT

DAY, Richard

Offered: Friday

4:00 Sakura

Maximum: 30

The focus of this interactive presentation is the "go-to" student. The term refers to at least three types of students: (a) a student that the teacher can rely on for a correct answer, (b) a student that the teacher can depend on to demonstrate understanding, (c) a student that teachers use to help them out when they are in difficult situations. First, I will clarify what I mean by this concept and present examples of how teachers use their go-to students. Then, I will present the results of an action research project on the concept. The presentation will close with members of the audience voluntarily highlighting their practices with their own go-to students.

QUESTIONING EFL READING

DAY, Richard

Offered: Wednesday

1:30 Sakura

Maximum: 30

Theories and models of reading have changed, from receptive processes (from text to reader) to interactive processes (between the reader and the text). Approaches to the teaching of reading have attempted to reflect this through interactive tasks. The use of well-developed questions in activities can help students to begin to think critically and intelligently. Thinking is based on questions, not answers. This workshop begins with a discussion of the various forms of questions, followed by a consideration of the different levels of comprehension. We will then examine a variety of reading material to discover the extent to which the various forms of questions and different levels of comprehension are represented.

TAKING THE TEXT TO TASK

DAY, Richard

Offered: Monday	7:00	Sakura	Maximum: 30
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Offered: Thursday	4:30	Sakura	Maximum: 30
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We all use comprehension questions to teach reading. But there are alternatives. In this workshop, I will discuss a variety of reading tasks that do not require students to answer comprehension questions. We will begin with a brief overview of reading, and then we will discuss a number of reading tasks. These include: (a) tasks that do not require students to speak, (b) tasks that involve speaking, (c) tasks concerned with writing, and (d) the cloze procedure. Participants will prepare and share reading tasks that can be used in their own classrooms. At the end of the workshop, participants will be able to create a variety of reading tasks designed to increase student interest and motivation and to help students learn to read more effectively.

FOCUSING ON NONVERBAL COMMUNICATION IN THE ENGLISH CLASS

FUJIMOTO, Donna

Offered: Monday	1:30	H23	Maximum: 30
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Most people support the stereotype that Japanese are good at nonverbal communication. Why not capitalize on this and focus on the nonverbal aspects of communication in English? By involving students in lessons which raise awareness of the importance of facial expression, gestures, body language, eye contact, personal distance, and conversational style, students find themselves speaking during these lessons and not fixating on the accuracy of their speech. In this session, a variety of activities will be presented including pairwork, small and large group activities, role plays, simulations, mini case studies, and video clips. Students and teachers will gain a better perspective on what constitutes successful communication.

LESSONS THAT GET STUDENTS TALKING

FUJIMOTO, Donna

Offered: Tuesday

7:00 H23

Maximum: 30

This presentation is based on the premise that to become good at speaking English, the most important key is to speak A LOT. It is problematic when students are too quiet and hesitant to speak. The goal then is to create a comfortable atmosphere conducive to expressing oneself and introducing lessons that successfully involve students. Every teacher should have a rich repertoire of activities which "always work." In this presentation, we will collaborate on sharing the lessons which have always worked for us, try out some of these lessons to see how they work and finally reflect on why they work in order to help us develop additional successful activities for our repertoire.

ROLE PLAYS FOR JAPANESE STUDENTS: A SCAFFOLD APPROACH

FUJIMOTO, Donna

Offered: Sunday

4:00 H23

Maximum: 30

Offered: Wednesday

1:30 H23

Maximum: 30

Role plays can be particularly effective for Japanese students. Students seem to find it easier to speak when they play the role of someone else. The classroom can be transformed to any conceivable location and situation. Once freed from the unspoken rules that govern their behavior in the class, students can experiment with the language and movement that are needed to express themselves. This presentation explores ways in which role play can be introduced in the classroom and considers the different types of role plays which can be used. Many of the suggestions for the successful use of role plays that I will share have been offered by Japanese students.

IMPLEMENTING MULTIMEDIA AND DISTANCE EDUCATION

GATTON, William

Offered: Wednesday

1:30 Shiroyama

Maximum: 25

Providing students the opportunity for intensive, individualized study within a curriculum is the strongest value of multimedia-based language education. However, unless multimedia or CALL (Computer Assisted Language Learning) is properly integrated within the school system, then the teacher will find their job difficult. The purpose of this session is to develop a checklist of those elements necessary for the ideal implementation of CALL. Participants will work together to share their thoughts and experiences. Then, with a model for "Best Practice" in mind, we will consider the practical benefits and limitations of CALL within the context of current and future classrooms. Come prepared with your thinking cap and be ready to discuss. [This presentation is sponsored by DynEd Japan.]

MULTIMEDIA COURSEWARE FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS

GATTON, William

Offered: Tuesday

1:30 Shiroyama

Maximum: 25

DynEd has five current courses (with another in preparation) appropriate for secondary school students. This presentation will look at *Let's Go*, *Firsthand Access*, *Engage*, *The Lost Secret*, and *New Dynamic English*. Whether your students are young and immature, or older and ready for a challenge, DynEd has an interactive program that will fit their needs and level. We will also demonstrate the DynEd Teacher Support elements of networked and distance education based programs. Whether you are new to computers or a techno wizard, there will be something in this presentation that will stimulate and encourage you. [This presentation is sponsored by DynEd Japan.]

GETTING READY FOR SPEECH

HARRINGTON, David

Offered: Tuesday

4:30 Sakura

Maximum: 30

Making a speech is one of the best, most practical speaking exercises available to students of English as a foreign language. The problem is that too many people, teachers and students alike, feel that public speaking is just too frightening, too daunting a task. It's not! High school students and young adults with only limited English ability can make great speeches! By listening to formulaic short mini-speeches, studying the common chunks of language needed for various speech templates and practicing simple delivery skills, even the most basic student can look and sound fantastic. All of this is from our new book, *Getting Ready for Speech*. You'll have to see it to believe it! [This presentation is sponsored by The English Resource.]

ENGLISH EDUCATION IN MALAYSIAN SECONDARY SCHOOLS

ISMAIL, Abdullah

Offered: Thursday

4:30 Oceanview

Maximum: 25

The objective of this presentation is to look at English as a compulsory subject in Malaysian secondary schools. The presenter will discuss (a) the Malaysian secondary school English syllabus in general, (b) syllabus specifications for 7th through 11th grades, and (c) two sets of public examinations that students take at the end of their third and fifth years of secondary school education. In addition, the formal school system and tertiary level education will also be discussed. Finally, the role of English in Malaysia will also be discussed.

TEACHING LITERATURE TO LOW-LEVEL STUDENTS: THE KELANTAN EXPERIENCE

ISMAIL, Abdullah

Offered: Monday

4:30 Oceanview

Maximum: 25

Beginning in 2001, twenty percent of the English language examination for Malaysian upper secondary students will be based on a literature component. Many teachers feel that this will make teaching and learning English at the secondary level more challenging—especially in rural schools where students are generally low-level learners of English. To confront this challenge, a group of English teachers has produced and piloted a kit on the teaching of John Steinbeck's *The Pearl*. In this workshop, the presenter will demonstrate how the kit is used. Samples of materials will be provided.

TEAM TEACHING DISCUSSION GROUP

KAHNY, Jim

Offered: Wednesday

1:30 Castlevue

Maximum: 25

This session is for teachers who are interested in exchanging ideas on aspects of team teaching. After a short introduction to establish a direction for our discussion, we will talk about what we are interested in. Whether you are new to team teaching or you have been doing it for many years, if you would like to speak with your peers about team teaching—and get the perspective of a veteran ALT—please come along to give and receive suggestions, or to compare notes with others. Please note that this is not a presentation in the usual sense. The direction of our discussion will depend on input from participants.

WARM-UP ACTIVITIES FOR EFL CLASSES

KAHNY, Jim

Offered: Monday

7:00 H23

Maximum: 30

The first few minutes of an EFL lesson are important for a number of reasons. This presentation will begin with—what else?—a warm-up activity. We will then discuss the various purposes that a warm-up activity can serve at the beginning of an EFL class. After that, participants will be introduced to a variety of quick and fun games and activities that can be used to "warm up" classes. By the end of this workshop, teachers will leave with a collection of ideas for beginning their classes. All activities will be demonstrated, so be prepared to be warmed up!

EFL EDUCATION IN KOREA

KIM, Gilwon

Offered: Monday

1:30 Oceanview

Maximum: 25

Over the last decade, there have been many changes in Korean EFL education, in an effort by teachers to find more effective ways to teach English. This presentation will review some important policy changes in the 1990s, including the introduction of elementary school English as a regular school subject in 1997, the influx of native-speaker teachers, and the 6th National Curricula. These innovations also include pre-service and in-service training for secondary school teachers, and the 7th National Curricula. After reviewing these historic changes, the presenter will suggest some ideas for the future of English education in Korea in the new decade.

DEVELOPING ENGLISH CONVERSATION SKILLS THROUGH TASK-BASED ACTIVITIES AT THE SECONDARY LEVEL

KIM, Gilwon

Offered: Friday

4:00 Oceanview

Maximum: 25

This presentation will show why task-based activities are necessary and how they can be applied. The present focus on scientific testing of English in secondary education produces students who possess considerable knowledge of English, but whose oral skills are largely still in their infancy. Possible remedies for this are task-based and learner-centered activities in which communicating in English is actively promoted via various language tasks. The necessity for learners to use English to communicate needs, opinions, and information can improve students' motivation, thus encouraging a positive attitude to learning. This presentation will highlight some useful task-based activities.

READING NEWSPAPERS IN THE LANGUAGE CLASSROOM

KITAO, Kenji

Offered: Tuesday

7:00 Castleview

Maximum: 25

Offered: Friday

4:00 H22

Maximum: 25

Both teachers and students can use English newspapers as a source of English language material. The content of newspapers is varied, and they include current information from many different countries and viewpoints. They are widely available and affordable. However, they can be difficult for students, partly because they use some characteristic grammatical forms and vocabulary. In addition, their organization and style may be different from what students are used to. In this session, I will introduce exercises and activities, and identify characteristics of newspapers, to help learners feel comfortable with reading newspapers.

THE TWENTY MOST USEFUL INTERNET SITES FOR THE LANGUAGE CLASSROOM

KITAO, Kenji

Offered: Thursday

4:30 Shiroyama

Maximum: 25

The Internet has an incredible variety of sites, including many that are useful to language teachers. In this presentation, I will introduce twenty sites that are particularly useful for language teachers. Some of these, such as those for quizzes and learning materials, are directly usable with students in the classroom. Others, such as web pages of professional organizations and resource libraries, help teachers with professional development. Among the web pages the speaker will introduce are ones for typing, web-based projects, homepages, library searches, museums, dictionaries, testing, movies, mass media, study abroad, keypal projects, chat and MOO, e-mail, and using the Internet more effectively.

USING THE INTERNET WITH SECONDARY SCHOOL STUDENTS: DOS AND DON'TS

KITAO, Kenji

Offered: Wednesday

4:30 Shiroyama

Maximum: 25

More and more secondary schools have access to computers and the Internet, but English teachers often have little idea of how to use the Internet effectively. This can result in frustration and wasted time for both the students and the teacher. I will discuss some of the problems that secondary school English teachers have with using the Internet, and suggest some concrete solutions for their problems. For example, teachers should have a clear purpose for using the Internet and give students easy, well-defined tasks. They can allow students to use an Intranet at first for practice. These and other suggestions can make using the Internet a more satisfying and effective tool for language learning.

SORRY, BUT I'M BUSY: TEACHING FUNCTIONS IN ENGLISH

KITAO, S. Kathleen

Offered: Wednesday

1:30 H22

Maximum: 25

Japanese students of English learn a great deal about grammar, but they often have difficulty communicating in English. Performing functions (for example, apologizing, refusing, thanking) appropriately is one area of difficulty. This can be very important because when non-native speakers make grammatical errors, their proficiency might be judged as lacking, but when they make errors related to functions, they can be judged as being rude, cold, or self-centered. In this presentation, the speaker will discuss how students' communicative competence, that is, their ability to use language appropriately, can be improved, especially in the area of functions.

TEACHING STUDENTS TO DEVELOP THEIR VOCABULARIES

KITAO, S. Kathleen

Offered: Tuesday

7:00 H22

Maximum: 25

Offered: Thursday

1:30 H22

Maximum: 25

Acquiring vocabulary is one of the most important aspects of language learning, but it is often a neglected aspect. When students do study vocabulary, they often do so by making lists of unrelated English words with their Japanese translations. In this presentation, the speaker will discuss a variety of ways in which students can develop their vocabulary. Examples include learning words in groups of related words rather than lists of unrelated words, and being aware of vocabulary-related resources, such as dictionaries, thesauruses, and Internet resources.

WRITING AND INTERPRETING TESTS

KITAO, S. Kathleen

Offered: Friday

1:30 Sakura

Maximum: 30

Testing has the potential to be beneficial to both teachers and students in the language classroom. Tests can give teachers information about the progress students are making, and help place students in appropriate groups. They can motivate students to improve their skills. However, tests can also be harmful. They can encourage students to study skills that help them do better on the test, rather than skills that help them improve their language proficiency. They can also cause students to completely neglect one aspect of a course while putting too much emphasis on another. In this presentation, the speaker will cover (a) why teachers test, (b) testing terminology and issues, (c) writing test specifications, and (d) writing different types of tests. She will also discuss how to evaluate test results.

IMPROVING PRONUNCIATION AND FLUENCY THROUGH MULTIMEDIA

KNOWLES, Lance

Offered: Tuesday

7:00 Shiroyama

Maximum: 25

Multimedia computers provide a variety of ways for students to develop their pronunciation and oral fluency skills. In this presentation we will demonstrate and discuss several ways to use a variety of activities, including Speech Recognition, Speech Recording/Playback, interactive video, and minimal pair contrasts. We will see lessons from a variety of courses, including a new pronunciation course, *Clear Speech Works*, which was developed at Northeastern University. We would also like to learn what techniques you have tried to improve your own pronunciation and fluency skills.

MULTIMEDIA BASICS FOR TEACHERS

KNOWLES, Lance

Offered: Sunday

4:00 Shiroyama

Maximum: 25

Are you afraid of computers? If so, this is for you. This session is designed to be a basic introduction to how to operate and use multimedia computers, especially for language teaching purposes. We will define and explain basic terms and give you the chance to learn how to use some simple demonstration software designed for language teaching and which you may take with you for further practice at home. Of course, no knowledge of computers is necessary. This session may also be valuable if you are planning to buy a computer and need some friendly advice.

RELATING THE FOUR SKILLS THROUGH MULTIMEDIA

KNOWLES, Lance

Offered: Monday

1:30 Shiroyama

Maximum: 25

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.

FROM LISTENING TO SPEAKING

KRAUSE, Aleda

Offered: Sunday

4:00 Sakura

Maximum: 30

Listening is the most important EFL skill. Research shows that listening transfers best to the other skills. However, EFL students have little chance to hear English outside the classroom. Active, participatory listening tasks, to introduce and practice language, are necessary. Part 1 is a selection of these listening activities. Teachers—put yourselves between your students' ears! After students have absorbed vocabulary and structures by listening, we must encourage them to use those language items. Many speaking activities follow naturally from listening activities. Part 2 presents some of these speaking activities. Prepare your ears, so you can leave with many ideas to help your students along the path from listening to speaking.

GRAMMAR GAMES

KRAUSE, Aleda

Offered: Tuesday

7:00 Sakura

Maximum: 30

Learning grammar and vocabulary is work; however, it doesn't have to be dull. Using games adds a challenge that helps to sustain students' interest. Games aren't just for the last five minutes, after the lesson is over. Games can BE the lesson. You can find or invent a game to practice, even teach, almost any grammar point, or to go along with any materials. This presentation will introduce games that have been adapted to the grammar class: card games, reading games, and active games. To get the most out of a teacher's precious preparation time, ways to adapt a given game to different ages and levels will also be discussed.

TOTAL PHYSICAL RESPONSE AND BEYOND

KRAUSE, Aleda

Offered: Monday

4:30 Sakura

Maximum: 30

Are your students learning English as fast as you want them to? Many of us try to teach too much, too fast, in only a few hours a week. And we teach the wrong things! EFL students need exposure to natural yet understandable SPOKEN English. Total Physical Response (TPR) is one way to do this. In basic TPR, the teacher gives commands and the students respond. Advanced TPR includes imbedding new structures, learning idioms, and having the learners give the commands. New vocabulary, constructions, and functions can be introduced and practiced at all levels. You will experience many TPR lessons designed for learners at many levels, and discuss how to incorporate TPR into your classroom.

EXPLOITING DIALOGUES IN THE CLASSROOM TO DEVELOP SPEAKING ABILITY

KWANKIRI, Rojana

Offered: Monday

7:00 Castlevew

Maximum: 25

Offered: Wednesday

4:30 Castlevew

Maximum: 25

Using dialogues in the classroom can create a positive environment that helps promote the development of the students' oral skill. For example, activities such as map dialogues and role plays allow students to speak English without feeling awkward. Furthermore, students' behavior is changed and they become more confident in communicating with each other in English. In addition, a greater level of interaction occurs in the class. In this presentation, the speaker will use various activities to demonstrate how best to use dialogues.

STYLE: A LANGUAGE TESTING SYSTEM FOR CHILDREN

LARSEN, Craig

Offered: Tuesday

4:30 Castleview

Maximum: 25

Saxoncourt Tests for Young Learners of English (STYLE) is a series of task-based comprehension tests for children developed out of the need for a flexible, low-stress testing system that would provide accurate results and which both students and teachers could enjoy using. There are six levels designed to examine children's listening and reading skills through a variety of enjoyable tasks involving coloring, drawing, numbering and checking boxes. In this presentation, participants will be given an overview of the tests and their special features, and will also have the opportunity to examine samples to determine how the tests can be utilized in their own teaching situations. [This presentation is sponsored by Nellie's Discount Books.]

CREATIVE WRITING IN ENGLISH

MALEY, Alan

Offered: Monday

4:00 H23

Maximum: 30

Much of the writing that we ask our students to do is rather routine and uninteresting. In this writing workshop, we shall look together at a variety of activities that will help learners write more creatively—both poems and stories. By using some of the techniques from this workshop, even quite low-level learners are capable of producing interesting and imaginative work. If you don't believe me, come along and try the techniques for yourself! [Please note that this session begins at 4:00 p.m.]

FROM PAIRS TO GROUPS: GETTING YOUR STUDENTS TO COMMUNICATE!

MOORE, John

Offered: Tuesday

4:30 H22

Maximum: 25

As all teachers of junior and senior high students know, captivating their attention for an entire year is not an easy task. Your lessons need to be exciting, educational, motivating, and fun. How do we achieve this? Here are some suggestions: high interest topics, manageable tasks, successful strategies, and highly practical tips. Throughout this workshop, the speaker will share a range of great ideas and practical examples of how you can achieve the above for your students and yourself. Please note this workshop is for participants looking to change and develop the way they approach their classroom teaching. Be prepared to enjoy this class! [This presentation is sponsored by Tuttle Publishing/Tuttle ELT.]

WHY DO WE LEARN ENGLISH?

NAKAYAMA, Keisuke

Offered: Monday

7:00 H22

Maximum: 25

Offered: Thursday

4:30 H22

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: (a) For what purpose do we learn English? (b) What message should Japanese people give to the rest of the world? (c) 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!

ERROR CORRECTION: SPOKEN ENGLISH

PALMER, Sheena, & HALLIGAN, Helen

Offered: Tuesday

1:30 Sakura

Maximum: 30

In this workshop, we will explore the issues involved in error correction of the spoken language. This is an important aspect of everyday classroom management, and something all teachers do, but perhaps not with a systematic approach. We will look briefly at the historical perspective, and then discuss teacher and learner beliefs about being corrected. We will then look at what, when, and how the teacher should correct her/his students. The workshop will involve some discussion of the above and a practical session to try out different activity types. [This presentation is sponsored by The British Council Tokyo.]

HOW TO MAKE ENGLISH CLASSES EFFECTIVE

REVEKO, Galina

Offered: Friday

1:30 Castlevew

Maximum: 25

This workshop will offer a variety of ways to motivate and inspire students to study English. Samples of activities, materials, and student-developed projects will be provided by the presenter. How to involve students in different English learning activities involving culturally-loaded words and contexts will be discussed. Participants will gain hands-on experience in the development of learner-centered activities and materials. A video showing demonstrations of enjoyable classroom activities will also be shown in the workshop. Let us all share our ideas and learn how to make our classrooms a supportive, interactive, and enjoyable setting.

TEFL IN RUSSIA

REVEKO, Galina

Offered: Monday

4:30 Castlevew

Maximum: 25

This presentation will focus on English language education in Russia at present. It will enable participants to see clearly why the teaching of English has been so efficient in Russia. The status of English language teachers in Russia is also addressed in detail, along with the resources available to them for their teaching. The presenter will describe the Specialized English school (a school which focuses time and resources on the teaching and learning of English), its advantages and challenges. Discussion will include the presenter's teaching experiences in one such Specialized English school in the city of Vladivostok.

TURN YOUR READERS INTO BOOKWORMS

RILEY, Paul

Offered: Tuesday

1:30 H23

Maximum: 30

What's a bookworm? Answer: "One who seems to find his chief sustenance in reading, one who is always poring over books" (*Oxford English Dictionary*). How can we help our reading students become a little more like "bookworms?" This presentation will describe how extensive reading and the use of graded readers can help, and show how these can fit into an overall reading program. Participants will also learn about Oxford's new *Bookworms Library* graded reader series. [This presentation is sponsored by Oxford University Press.]

CHALLENGES AND SOLUTIONS FOR HIGH SCHOOL LEARNERS OF ENGLISH

ROSSITER, Mark

Offered: Tuesday

1:30 Castlevue

Maximum: 25

Drawing on research observations formulated in high schools, the presenter will examine particular challenges faced by younger students attempting to learn English in a communicative manner. He will invite comment on these challenges and their relevance to the teaching situations of participants, before putting forward some potential solutions as a basis for discussion. He will then invite participants to draw on their own experience in formulating a similar set of challenges faced by learners in their own teaching circumstances. He will close by leading a discussion on potential solutions to these challenges. [This presentation is sponsored by Thomson Learning.]

ENGLISH EDUCATION IN JAPANESE ELEMENTARY SCHOOLS AND ITS IMPACT ON SECONDARY SCHOOL EDUCATION

SHIKATA, Manji

Offered: Monday

1:30 Castlevue

Maximum: 25

Offered: Friday

1:30 H22

Maximum: 25

This presentation is about English in public elementary schools, which will begin nationwide in 2002. The introduction of English at the elementary school level will have a profound impact on English teaching at the junior and senior high school level, and it will require secondary school teachers to adjust to the change. In this session, the presenter will share his ideas on teaching English to elementary school children, and discuss how the ideas can be adapted to secondary school teaching. In addition, the presentation will highlight some of the problems that can be anticipated in secondary schools after the 2002 school year.

LANGUAGE ACQUIRED, BUT NOT LEARNED

STRAIN, Jeris

Offered: Thursday

4:30 H23

Maximum: 30

Some say that what students *learn* in secondary school is how to pass examinations. This is an indirect way of saying that what they *do not learn* is the subject. In this view, students *acquire* content, but do not learn it. In fact, however, most English exams indicate that students do develop some reading skills, but not many listening, speaking, or writing skills. As for grammar, vocabulary, and pronunciation skills, students are able to recognize enough English for examinations, but their production reveals a mixture of memorized English words, Japanese grammar, and kana-pronunciation. In this presentation, participants will review typical types of "acquired but unlearned" English that result in miscommunication.

DICTATION LEVEL X: PERCEPTION

STRAIN, Jeris

Offered: Friday

1:30 H23

Maximum: 30

Dictation effectively highlights the sounds of language, words and phrases, and grammatical forms, and it can also be used to demonstrate the rhythmic flow of speaking and communication. But, there is more. Dictation can also raise students' awareness of basic interlanguage problems and shift their attention to the rich variety of ways that communication occurs. In this presentation, participants will review some of the interlanguage errors of Japanese students that dictation reveals, and consider how a perception level of dictation can be used in secondary school classes.

LEXICAL GRAMMAR: SIMPLE, BUT SO BASIC

STRAIN, Jeris

Offered: Wednesday

4:30 H23

Maximum: 30

Up to the 1990s, the English teaching profession looked at only half of the grammar of English. During the 90s, thanks to computers and a data bank (corpus) of several million English words, many people began to recognize and accept what English teachers have always known: that communication depends on very frequent chunks of language, not single isolated words; and that words too have a "grammar." In this presentation, participants will examine the grammar of a few lexical items (i.e., collocations and groups of words that are related (and restricted) by lexical meaning), and how they contribute to the way we communicate.

PRACTICAL TECHNIQUES AND VOCABULARY DEVELOPMENT AT THE HIGH SCHOOL LEVEL

TOPE, Andrew

Offered: Tuesday

4:30 Oceanview

Maximum: 25

Vocabulary building and the use of dialogues are two of the most fundamental components of second language learning. But the real challenge lies in discovering ways to make them more fun and interesting for students. In this presentation, a variety of games and group activities for building, recycling, and expanding vocabulary will be demonstrated. In addition, a variety of engaging, creative, and imaginative ways of using dialogues in the classroom will be shared. Activities and examples demonstrated will be taken from relevant new Longman textbooks. [This presentation is sponsored by Pearson Education Japan.]

DEALING WITH VOCABULARY IN THE JAPANESE CLASSROOM

WARING, Rob

Offered: Wednesday

4:30 Sakura

Maximum: 30

In this presentation, we will look at vocabulary selection and relevant issues surrounding appropriate vocabulary instruction and recycling. Guidelines for choosing which vocabulary should be selected at which ability levels will be presented, and word lists will be made available. This will be followed by looking at vocabulary activity types to determine their strengths and weaknesses, and to see whether they can achieve their objectives. Finally, methods of recycling vocabulary will be presented. [This presentation is sponsored by Oxford University Press.]

MONOLINGUAL DICTIONARY SKILLS THAT YOU CAN TEACH

WARING, Rob

Offered: Tuesday

4:30 H23

Maximum: 30

Research has shown that one of the most under-taught skills is how to use a dictionary. We often just assume students know how to use a dictionary in Japanese, so they should know how to use one in English. In this presentation, participants will learn how to effectively teach dictionary skills, and the use of other reference materials. Participants will receive a complimentary copy of Oxford's new *Guide to Teaching Dictionary Skills*, plus their choice of an Oxford learner's dictionary. [This presentation is sponsored by Oxford University Press.]

INTERCULTURAL COMMUNICATION IN JAPAN'S EFL CONTEXT

YOSHIDA, Kensaku

Offered: Thursday

1:30 Sakura

Maximum: 35

Intercultural Communication begins with interpersonal communication. It is very difficult in an EFL context such as Japan to create an artificial intercultural context. In the presentation, I will deal with some basic concepts of what I have called the Adaptation Model and the Adjustment Model of teaching intercultural communication. I will show the importance of creating activities whereby the students will be able to learn how to express their ideas in an interpersonal setting. If the students become accustomed to expressing their opinions in problem-related situations, this ability, I believe, can be extended to deal with intercultural communication as well.

VOCABULARY BUILDING ENDEAVOR

YOSHITAKE-STRAIN, Sonia

Offered: Friday

4:00 H23

Maximum: 30

Many people say that vocabulary building is not an easy task for anybody. Do you agree? The first half of this workshop will be a hands-on presentation of a way to expand one's vocabulary through the knowledge of word formation. There are two goals: (a) to assist teachers themselves to enrich their vocabulary, and (b) to help teachers facilitate their students' efforts to learn English words. The second half of this workshop is for participants to share the ways they succeed in teaching and learning new vocabulary. What strategies do you use? What is your most effective strategy?

BIOGRAPHIES: GUEST PRESENTERS & INTERNATIONAL SCHOLARS

TANYAPORN ARYA is an MA TESOL graduate of San Jose State University. She teaches at Chulalongkorn University Language Institute and is active in the institute's Extracurricular Activities Unit, which was established to provide students with outside-of-class activities in English. Before joining the staff at CULI, she taught English to children at the Phanat Nikhom refugee camp in Chonburi, Thailand. She loves traveling, learning languages, and learning about culture.

STUART BOWIE is an ELT assistant manager at Macmillan LanguageHouse. Originally from Canada, he arrived in Japan in 1989, and began a career teaching English to students of all ages and in a wide variety of situations. Before joining the world of publishing, he also managed a culture school in Shibuya, Tokyo, which involved extensive teacher training work. His work with the publisher Macmillan sees him regularly conducting workshops and doing teacher training.

RICHARD DAY is professor of second language acquisition, University of Hawaii. His instructional and research interests are second language teacher education, reading, literature, and materials development. He has presented his work at conferences in Asia and North America. His most recent publications include *Extensive Reading Activities for Language Teaching* (edited with J. Bamford, Cambridge) and *Impact Values* (with J. Yamanaka and J. Shaules, Longman).

DONNA FUJIMOTO is a 3rd generation Japanese-American who has been in the field of ESL/EFL for 30 years. She teaches at Kobe University of Commerce, is interested in the development of language education which incorporates intercultural concepts, and is a proponent of action research which focuses on student feedback and student-generated data. She is a member of SIETAR, TESOL, the Pragmatics SIG of JALT, and is the coordinator of the Contrast Culture Method Study Group.

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

HELEN HALLIGAN is currently ELT projects manager at the British Council in Tokyo. She has been teaching for 25 years worldwide. She trained in Scotland as a primary school teacher moving to Gibraltar, Germany, Oman, and Somalia. In 1992, she joined the British Council and has worked with students and teachers in Bulgaria and Myanmar. She is currently taking an MA in teaching English to young learners.

DAVID HARRINGTON has been teaching English for over 17 years, and is now a lecturer at Tamagawa University. He has taught students of almost every level, from preschoolers to graduate students. He is the co-author of *Speaking of Speech*, *Discover Debate*, *Getting Ready for Speech*, and *What's in the Cards*. He is the founder of The English Resource bookstore, an English language teaching materials specialty store in Japan. He is a frequent speaker and teacher trainer at seminars around Japan.

ABDULLAH BIN ISMAIL is a teacher of English at Kedai Buloh Secondary School in Malaysia. He has taught English for eleven years. He has the experience of being a school principal for two years, an assistant school principal for two years, a language officer at the state education department for seven years, an assistant director at the state education resource center for two years, and an English panel head at a science residential school for two years.

KIM GILWON currently teaches English at Kyongil High School in Korea. He is the director of the Secondary English Teachers' Association in Kyongbuk province, a teacher-trainer at the Kyongbuk Teacher Training Institute, and the local coordinator for the UNESCO Cross Cultural Awareness Program. He holds an MA from Hankook University of Foreign Studies and is currently enrolled in the Ph.D. program at the University of Kyemyeong.

KENJI KITAO received his Ph.D. in TESL from Kansas University. He is a professor at Doshisha University. He is a co-author of English language textbooks and such books as *Intercultural Communication: Between Japan and the United States*, *English Teaching: Theory, Research, and Practice*, *Essentials of English Language Testing*, and *Fundamentals of English Language Teaching*. He maintains web pages that include language teaching resources at <http://ilc2.doshisha.ac.jp/users/kkitao>.

S. KATHLEEN KITAO received her Ph.D. in communication from Michigan State University, USA, in 1988. She is a professor at Doshisha Women's College and has lived and taught in Japan since 1980. She is a co-author of many English language textbooks and author of *Reading, Schema Theory and English Language Teaching* and *Theory and Application in English Language Teaching*. Her interests include research into refusals of requests and using the Internet to teach English.

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.

ALEDA KRAUSE is co-author of *SuperKids*, a 4-level EFL series for elementary-aged children, and *SuperTots*, a 3-level series for kindergarten children (Longman). She has taught children of all ages (from 2 to 62!) in Japan for more than 20 years, and has conducted many teacher training workshops in Japan and other parts of Asia. She is also founding coordinator of the JALT Teaching Children SIG.

ROJANA KWANKIRI has been teaching English to upper secondary school students at Sa-ard Phadernmwittaya School in Chumphon, Thailand since 1983. She received her M.A. in TEFL in 2000 from Srinakharinwirot University, Bangkok, and her B.A. in English in 1982, from Srinakharinwirot University, Songkhla. She is representing Thailand TESOL at the Workshop, and was a presenter at this year's Thailand TESOL Conference.

CRAIG LARSEN has been involved in language education for over ten years. He has taught English to students of all ages, including young learners in an immersion bilingual course. He has worked as a curriculum developer in Japan and as an educational advisor in Australia. He has co-authored a series of Japanese language textbooks for Australian high school students and is studying for a Master's degree in applied linguistics. He is currently an ELT consultant with Nellie's Discount Books.

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*.

JOHN MOORE has been working with EFL students and teachers for over fifteen years, and is well-liked as a presenter and teacher trainer. He started his EFL career working with Vietnamese students in the UK, and has since specialized in working with Japanese EFL students, especially large groups, for the past thirteen years. He has given seminars all over Japan for both commercial and non-commercial training institutes. He is currently the vice-president of Tuttle Publishing/Tuttle ELT.

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.

SHEENA PALMER graduated from London University with a degree in English literature and then studied for her RSA Certificate in Teaching English as a Foreign Language at International House, London. She has taught in Egypt and South Korea and has been with the British Council, Tokyo for ten years. She did her Diploma in TEFL in 1993 and is currently the teacher training manager, running the Cambridge Diploma in English Language Teaching to Adults (DELTA).

GALINA REVEKO graduated from Ussuryisk Teacher Training Institute in 1968 and, since then, has been working in English Specialized School 57, Vladivostok. She teaches English to students of different ages and grades (grades 2 through 11). For her teaching excellence, she has received several awards from the Russian Ministry of Education. She holds one of the highest national awards "Honorary Teacher of the Russian Federation." She is the first representative of FEELTA at the Workshop.

PAUL RILEY has an M.Ed. in TESOL and extensive teaching, teacher training and curriculum design experience. For the last seven 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.

MARK ROSSITER is an ELT Consultant with Thomson Learning. Before this, he was a teacher and Director of Studies at ILC Tokyo, and an RSA DTEFLA tutor. He was founding principal of Shane English School New Zealand, and started the first branch of Saxonscourt Recruitment in the southern hemisphere. He is the co-author of two books of practice tests for Taiwan, and has written articles on East Asia for *The Japan Times* and *Reuters City*.

MANJI SHIKATA is a professor in the English department at Kansai Gaidai College where he has taught for 19 years. From 1994 to 1995, he was an exchange professor at Gustavus Adolphus College in Minnesota. He also has 25 years teaching experience at high schools. He is chairperson of both AGENE Kyoto and Kids' English Education Study Group. He and his wife serve as volunteer teachers at an elementary school.

JERIS STRAIN is a professor of English at Himeji Dokkyo University. Following his doctoral study in applied linguistics and TESL/TEFL methodology at the University of Michigan, he developed English programs in Iran and was part of a UCLA teacher training program in Egypt. He has been a Fulbright Lecturer at Hiroshima University and at Sofia University in Bulgaria. His publications include *Vocabulary in Context* (University of Michigan Press).

ANDREW TOPE has been involved in ELT through teaching and teacher training for over five years. He is currently an ELT Consultant with Longman ELT, Pearson Education Japan. Upon graduating from the University of Durham with a degree in history, he went on to take an RSA Certificate in TEFL before coming to Japan. Here, he has had experience working at Kanda Gaigo Gakuin, Athenée Francais, and several private language schools.

ROB WARING is an author for Oxford University Press and teaches English at Notre Dame Seishin University in Okayama. He holds a Ph.D. from the University of Wales, Swansea, and his research interests include vocabulary acquisition and extensive reading. He was a lecturer on the spring ETJ (English Teachers in Japan) teacher training course.

KENSAKU YOSHIDA is a professor in the Department of English Language and Studies, and director of the Center for the Teaching of Foreign Languages in General Education, at Sophia University. His areas of specialization are applied linguistics, bilingualism and bilingual education, and intercultural communication. His books include *Gaikokujin to wakariau Eigo* (Chikuma Shobo), *J-Talk* (OUP), *Heart to Heart* (Macmillan), *Communication tositeno Eigo kyoikuron* (ALC).

SONIA YOSITAKE-STRAIN spent her formative years in the Americas. She has taught English for academic purposes at International Christian University (Tokyo) and Seigakuin University (Saitama), among other English classes at several universities. Since 1996, she has been a Japan Tutor for the University of Birmingham MA-in-TESOL Program. This year, she is teaching at Kwansei Gakuin University, Kansai University, and Himeji Dokkyo University.

BIOGRAPHIES: WORKSHOP GUESTS

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

CHRIS BALDERSTON is an ELT representative for Oxford University Press in Tokyo. He will join the Workshop on Tuesday.

EMMANUEL GBEVEGNON has been teaching at Yaei Nishi High School and Suiran High School in Yokohama. He will join the Workshop on Wednesday.

LWIN MAR OO is a participant from Myanmar. She is the owner of May Han Beauty Parlor in Yangon.

MI MI KHIN is a participant from Myanmar. She is a merchant and lives in Yangon.

MYA MYA WIN operates the small hotel "Biruma" on Izu Peninsula, Shizuoka prefecture. She is a cofounder of the Myanmar Association in Japan (MAIJ). She will join the Workshop on Wednesday.

KOJI SAKAI works for ISA, Inc., Institute of Educational Consulting. 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 also serves as director-CEO of Tokyo Jogakkan Schools for Women. He will join the Workshop on Sunday.

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

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

TUN AYE is a dentist in Hiratsuka. He has lived in Japan for 37 years and is a founding member of the Myanmar Association in Japan (MAIJ). He will join the Workshop on Wednesday.

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

BIOGRAPHIES: LIOJ FACULTY & STAFF

STUART ABRAHAMSON, LIOJ instructor, is from Perth, Western Australia. He received a B.A. in media studies and public relations from Edith Cowan University in Perth. He has a Cambridge/RSA Certificate in English Language Teaching to Adults from International House in Portland, Oregon. He has taught EFL in Australia, and five years in Japan.

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 taught EFL in Asia for fifteen years. He oversees LIOJ programs, including the Workshop and high school residential courses. This year, he began teaching at elementary schools in Hakone town. He is the author of *Firsthand Stories* and a co-author of *Firsthand Access* and *Success* (Longman). He also served for two years as a US Peace Corps volunteer in Benin, West Africa.

KAZUMI MASUDA, LIOJ office manager, is responsible for overseeing the LIOJ office, and for making arrangements for the Workshop. She was an English literature major at Ohtsuma Women's College in Tokyo. She is currently involved in cultural activities conducted by Odawara city. She joined LIOJ in 1993.

DIANE McCALL, LIOJ instructor, is from Edinburgh, Scotland. She has a Certificate in English Language Teaching to Adults from the Royal Society of Arts, Cambridge; and an M.A. in English from the University of Glasgow. She taught ESL in Scotland for two and a half years, and EFL in Japan for five years prior to joining the LIOJ faculty.

KAZUKO MIZUKAMI, LIOJ office assistant, 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. She joined the LIOJ staff in 1994.

IAN RUSSELL, LIOJ instructor, is from Darwin, Australia. He received a bachelor of children's services and a graduate diploma in education from the Northern Territory University in Darwin. Before coming to LIOJ, he taught young children for several years, and then ESL to adult migrants and refugees in Australia, and EFL at the junior high school level in Indonesia and Shizuoka prefecture.

YOSHINO NAKAGAWA, LIOJ office assistant, joined the school's staff in 1999. When she was a high school student, she lived for two years in the United States. Before she joined the staff of LIOJ, she worked for two years at the Fujiya Hotel in Hakone.

STEPHEN SHRADER, LIOJ instructor, is from West Virginia. He has an M.A. in TESOL from the School for International Training. He did his undergraduate work at Washington and Lee University and Rikkyo University, earning a B.A. in East Asian studies. He has lived in Japan as a student and teacher for five years, and has taught English in Morocco and Japanese in the United States.

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 33-year history, it has evolved to meet new needs in language education. The following pages are descriptions of LIOJ programs for the 2001~02 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 33rd 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 to a great Workshop this year, and have already started making plans for next year's 34th Summer Workshop which will take place August 4~9, 2002, 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. We hope to see you next year!

LIOJ Intensive Courses for Junior and Senior High School Students

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 that motivate them for continued studies in English. We have also been successful in providing groups of students 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), Seiryō Junior & Senior High School (Shinagawa ward, Tokyo), and Tokyo Jogakkan Girls' High School (Shibuya ward, Tokyo).

Teachers interested in learning more are encouraged to contact our office for details. Can we design a course at LIOJ for your students?

LIOJ International Understanding Program

Since 1988, LIOJ teachers have participated in "International Understanding" classes in local public schools (Odawara: 1988-1993, Matsuda: 1994~2001, Hakone: 2001).

Currently, we provide ALT visits to five schools in Hakone town: Hakone Elementary School, Miyagino Elementary School, Onsen Elementary School, Sengokuhara Elementary School, and Yumoto Elementary School.

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. 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.

This school year, LIOJ will conduct three Business Communication Programs (May, September, February), with participants coming from Japanese and international companies from all over Japan.

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 in the Odawara area 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 English.

Perspectives on Secondary School English Education

In 1998, commemoration of our 30th anniversary, LIOJ published *Perspectives on Secondary School English Education (POSSEE)*. The book is 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 chapters include:

- *University Entrance Examinations and Their Effect on English Language Teaching in Japan* by J.D. Brown
- *Strategies for Internationalizing Your English Classroom* by Kip Cates
- *Role Playing as a Contrivance* by John Fanselow
- *Giving Grammar a Human Face* by Colin Granger
- *A Reading Compromise for Junior High English* by Barbara Hoskins
- *Resources for English Teachers* by Kenji Kitao & S. Kathleen Kitao
- *Preparing to Use Multimedia to Teach English* by P. Lance Knowles
- *Making the Text Speak* by Alan Maley
- *English in Elementary Schools: Five Ideas for Teaching Communication* by Yoko Matsuka
- *English - Weeding Out the Bad from the Good* by Sen Nishiyama
- *Teaching Listening: Research and Practice* by David Nunan.

POSSEE also includes reports on English education in Asia by teachers from Cambodia, China, Hong Kong, India, Indonesia, Korea, the Philippines, Thailand, and Vietnam.

POSSEE is available at the Workshop Book Fair/ELT Materials Display on Tuesday, or by contacting the LIOJ office, or by contacting The English Resource.

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 meeting of the Yokohama chapter of JALT;
- hosting meetings of the new Odawara chapter of ETJ.

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@basil.ocn.ne.jp

Or check out the LIOJ homepage at:

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

LIOJ & ETJ (English Teachers in Japan)

The 33rd LIOJ International Summer Workshop for Teachers of English is supported by ETJ (English Teachers in Japan). LIOJ teachers have served as volunteers in setting up an Odawara chapter of ETJ, and hosting local meetings in May and July this year.

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.

ETJ encourages the general professional development of ELT in Japan through meetings and publications (*ETJ-Journal* and *Snakes & Ladders*). There is an active e-mail discussion group that members use to exchange information and teaching ideas, and ETJ sponsors several teacher training seminars around Japan.

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

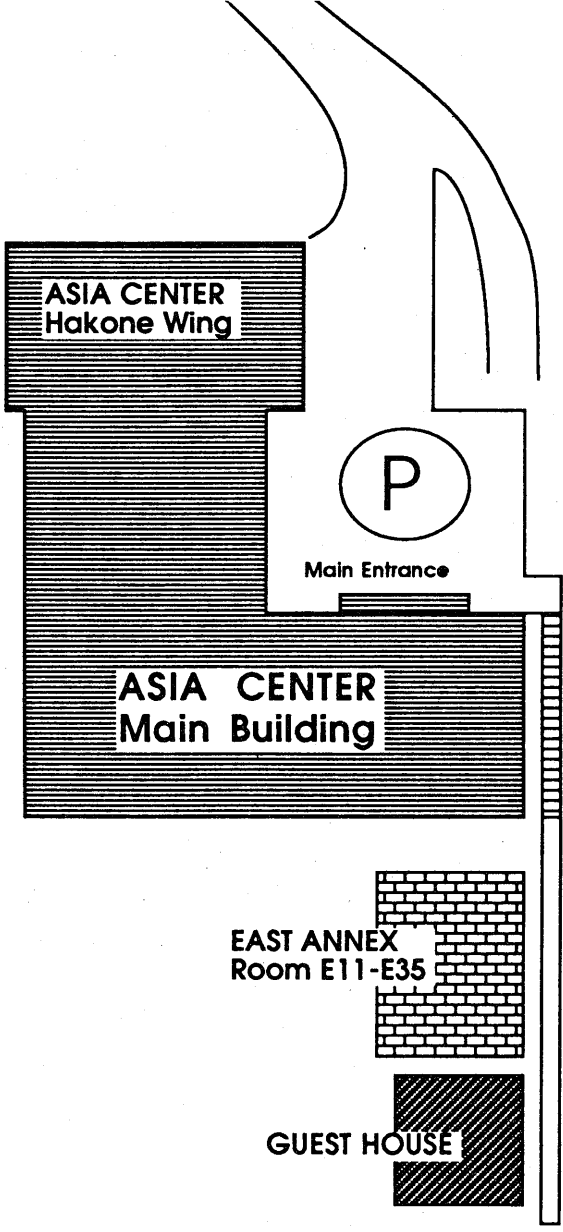
Members are encouraged to write articles, develop materials, set up interest groups, and generally develop English teaching in Japan. ETJ will help support members in their effort to achieve their goals.

For further information, or to join ETJ, please contact:

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

For information on the Odawara chapter of ETJ, please contact Stephen Shrader at <lioj@basil.ocn.ne.jp>.

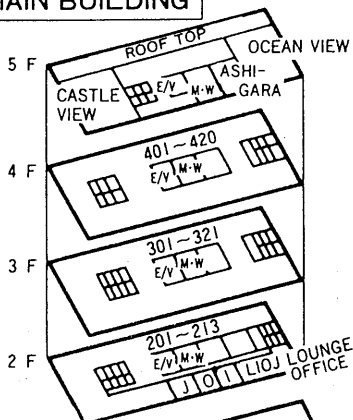
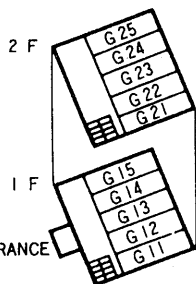
Asia Center Odawara: Main Building, Hakone Wing, East Annex, Guest House



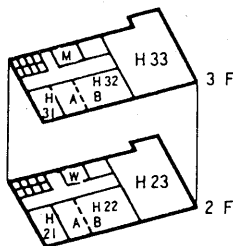
MAIN BUILDING

LAYOUT

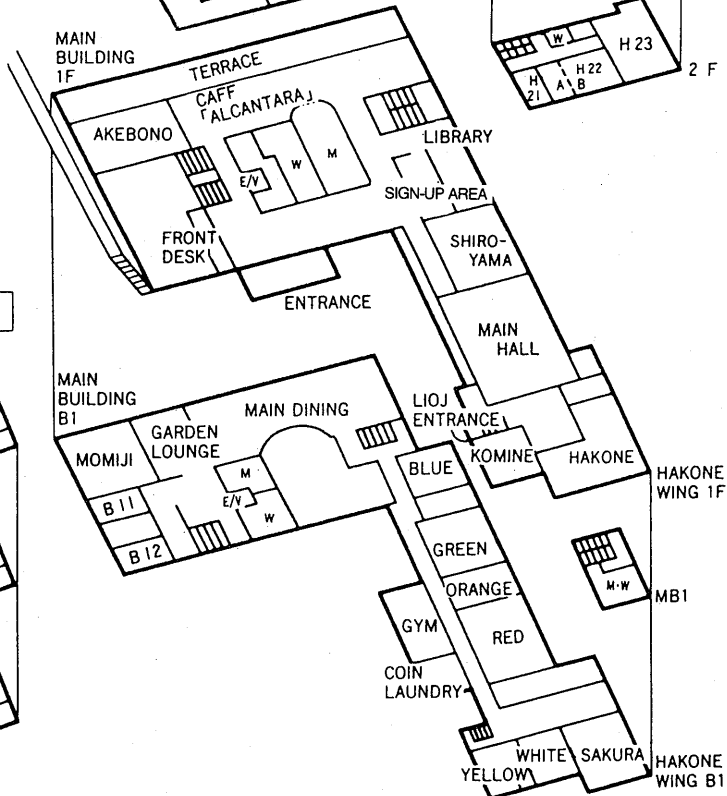
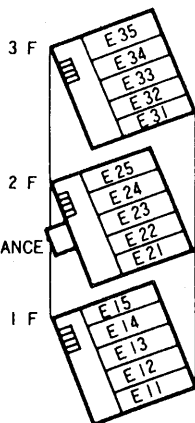
GUEST HOUSE



HAKONE WING



EAST ANNEX



Notes:

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We hope to see you next year!

34th Annual
International Summer Workshop
for
Teachers of English
August 4 - 9, 2002



