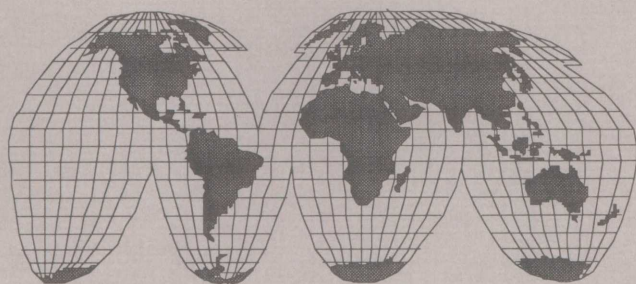


~ 35<sup>th</sup> Annual ~

**International Summer Workshop  
for  
Teachers of English**

**August 3 ~ 8, 2003**



L I O J

LANGUAGE INSTITUTE OF JAPAN

ASIA CENTER ODAWARA  
Odawara, Kanagawa



# WELCOME!

## Message to Participants and Guests

Welcome to the 35<sup>th</sup> Annual LIOJ International Summer Workshop for Teachers of English! We are pleased to welcome everyone who has come from both near and far to celebrate this special occasion and to share ideas. Joining us this week will be several people from the school's past, including former LIOJ teachers, and popular presenters from previous LIOJ Workshops.

The year 2003 also marks the 35<sup>th</sup> anniversary of the Language Institute of Japan. The school was founded in 1968 by Masahide Shibusawa, Toneko Kimura, and Roland Harker. To commemorate the anniversary milestone, a special CD-ROM has been prepared which highlights the people of LIOJ: students and participants, teachers and staff members. This disk has been given to all participants and we hope you will enjoy looking at LIOJ's past. We'd like to express special thanks to Mr. Shibusawa for the opportunity to put together a glimpse of LIOJ activities over the past 35 years.

Though we will be recalling the past this week, we will be looking to the future as well. There will be new faces here from Japan and around the world, and much discussion of the issues that face us as English teachers. We hope that through the sharing of ideas and the mix of cultural viewpoints, we can perhaps face those issues together with renewed energy and optimism!

Once again, we are happy to welcome participants from around Japan and guests from around the world to Odawara and to the 35<sup>th</sup> Annual LIOJ International Summer Workshop for Teachers of English! Thank you for coming in this very special year! As with all LIOJ Workshops, this year's seminar is dedicated to you!

Enjoy the Workshop!

- LIOJ Faculty & Staff -

# ACKNOWLEDGMENTS

LIOJ would like to thank the following organizations for their generous support of the 35<sup>th</sup> Annual International Summer Workshop for Teachers of English:

## **MRA Foundation / Asia Center Odawara**

As always, we thank the MRA Foundation of Japan, which sponsors LIOJ. We thank 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.

## **Teaching Associations in Asia**

We are grateful to the leadership of the regional teaching associations represented at the Workshop this year for their partnership in bringing one of their members to LIOJ this week. Thanks to the Russian Far Eastern English Language Teaching Association (FEELTA), the Malaysian English Language Teaching Association (MELTA), and Thailand TESOL.

## **Oxford University Press**

We would also like to acknowledge Oxford University Press for helping to announce the Workshop this year. LIOJ would like to extend our thanks to Oxford and to Nick Lutz, manager of ELT promotions.

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# GENERAL INFORMATION

## DAILY SCHEDULE

Below is the typical daily schedule. Certain days, however, have a special schedule, especially in the evenings, 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)

- \* Sunday late afternoon presentations will be held from 4:00 to 5:30.  
On Thursday, a plenary will be held from 4:30 to 5:30.  
Friday late afternoon presentations will be held from 4:00 to 5:30.

## STAYING AT ASIA CENTER ODAWARA

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

## PRESENTATION SIGN-UP PROCEDURE

Sign-up for Sunday afternoon and Monday presentations will be done early Sunday afternoon. Monday through Thursday mornings, sign-up sheets for the following day's presentations will be located in the "Sign-up Area." This area is marked on the Asia Center Odawara building map (1F) 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 5. 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. You must be present to win! Don't miss your chance to win a great prize!

LIOJ would like to thank the following publishing companies and ELT materials distributors, for participating in the Workshop and contributing prizes for the drawing:

ABAX  
The British Council, Tokyo  
Cambridge University Press  
DynEd Japan  
The English Resource  
Mikasa Book Center  
Nellie's Group  
Oxford University Press  
Pearson Education Japan  
RIC Publications Asia  
Scholastic  
Thomson Learning



## INTERNATIONAL NIGHT!

On Wednesday evening at 7:00 p.m., we will hold "International Night," LIOJ's annual international festival. 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 different people and learn about their countries in a festive atmosphere.

At this year's Workshop, we have representatives from Australia, Burma, England, Japan, Malaysia, the Philippines, 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, playing a musical instrument, or giving a brief demonstration. If you would like to share something during International Night, please contact the LIOJ office by 5:00 p.m. on Tuesday evening.

Come and have a great time!

## PARTIES!

At the LIOJ Workshop, 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 3 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 5:45 p.m. on Thursday, August 7. Workshop participants will enjoy an evening out 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 8 from 6:00 to 8:30 p.m. We will reminisce about the week 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. Please feel free to take advantage of this special spot!

Have fun!

# DAILY SCHEDULES FOR THE WEEK

The following twelve pages contain the overall schedule for each day of the Workshop (on the left page), along with a list of presentations at each time slot for each day (on the right page).

Before selecting which presentation to attend, be sure to check out the descriptions of presentations that can be found in this handbook beginning on page 34.

# SUNDAY SCHEDULE

## AUGUST 3<sup>rd</sup>

11:00 ~ 12:00	Workshop Orientation • Kazumi Masuda LIOJ Office Manager	Main Hall
12:00 ~ 1:30	- Lunch -	Main Dining
1:30 ~ 2:15	Opening Assembly  • Jim Kahny LIOJ Director  • Keisuke Nakayama Managing Director, MRA Foundation Director, Asia Center Odawara	Main Hall
2:15 ~ 3:00	Opening Address: <i>Teaching to Make a Difference</i> • Lance Knowles DynEd International / Former LIOJ Director	Main Hall
3:00	Group Picture [In the event of rain, the picture will be taken at 3:45 p.m. in Main Hall.]	front of Asia Center
3:10 ~ 4:00	- Open -	
4:00 ~ 5:30	Presentations	
5:45 ~ 6:15	Morning Class Orientation	
6:30 ~ 8:00	- Welcome Dinner -	Hakone

## SUNDAY PRESENTATIONS

### 2:15 ~ 3:00

	<u>Opening Address</u>	
Knowles	• <i>Teaching to Make a Difference</i>	Main Hall

### 4:00 ~ 5:30

S. Abrahamson	• <i>Short and Sharp: Fun Ideas for Young Learners</i>	Castleview
Berman	• <i>A Teacher's Guide to Successfully Interacting with Students Suffering from Emotional Damage</i>	H23
Knowles	• <i>Language Learning and the Unconscious</i>	Shiroyama
Partridge	• <i>Inspiring Young Learners to Write</i>	Oceanview
Tomalin	• <i>Planning Lessons Using Video</i>	Sakura

## MONDAY SCHEDULE AUGUST 4<sup>th</sup>

7:30 ~ 8:30	- Breakfast -
9:00 ~ 12:00	Morning Classes
12:00 ~ 1:30	- Lunch -
1:30 ~ 3:00	Presentations
3:00 ~ 4:30	- Open -
4:30 ~ 6:00	Presentations
6:00 ~ 7:00	- Dinner -
7:00 ~ 8:30	Presentations

## MONDAY PRESENTATIONS

### 1:30 ~ 3:00

Berman	• <i>Helping Students Become Savvy Standardized Test Takers</i>	H23
Goh	• <i>From Mangled to Manageable English</i>	Castlevew
Knowles	• <i>Using Multimedia to Teach Listening and Speaking Skills</i>	Shiroyama
Tomalin	• <i>Teaching Cultural Awareness</i>	Sakura
Waring	• <i>Designing a Balanced Curriculum: Issues for Reading and Vocabulary</i>	H22

### 4:30 ~ 6:00

S. Abrahamson	• <i>1-800-Stress Free Calls</i>	Castlevew
Berman	• <i>Multi-sensory Teaching Techniques: Sweet, Scented, Smooth, Scintillating, Sonorous Sensations</i>	H23
Partridge	• <i>So What Do You Think?</i>	Oceanview
Pathan	• <i>English Education in Thailand</i>	Shiroyama
Waring	• <i>How to Get High School Students to Learn a Big Vocabulary Quickly</i>	H22

### 7:00 ~ 8:30

S. Abrahamson	• <i>Listening Activities for Young Learners</i>	Castlevew
Kahny	• <i>More Plans for the Holidays: Language Activities for Junior High School Students</i>	H23
Knowles	• <i>Profile and Data from a Successful Program in China</i>	Shiroyama
Lupacheva	• <i>Teaching Conversation Skills with Emotions and Ideas</i>	Oceanview
Tomalin	• <i>Using Video Communicatively in Class</i>	Sakura

## TUESDAY SCHEDULE AUGUST 5<sup>th</sup>

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



## TUESDAY PRESENTATIONS

### 1:30 ~ 3:00

Akeba	• <i>Listening Activity: To Make Your Students Speak More</i>	Oceanview
R. Habbick	• <i>What Can I Do In My Classes?</i>	Shiroyama
Holden & Milby	• <i>I Hear You But I'm Not Listening!!!</i>	H22
Kojima	• <i>Helping High School Learners Develop Reading Strategies</i>	Castleview
Lamond	• <i>Fun Cross-cultural Activities</i>	H23

### 4:30 ~ 6:00

Gatton	• <i>Making e-Learning Effective</i>	Shiroyama
Graham-Marr	• <i>Keys to Teaching Listening</i>	H23
M. Habbick	• <i>Practical Activities for Today's Classroom</i>	Oceanview
LeBeau	• <i>Debate Activities for the Inexperienced</i>	Castleview
Takahashi & Imori	• <i>Timesaving Methods and Proven Strategies That Help Students Learn Essential Reading, Writing, and Grammar</i>	H22

### 7:00 ~ 8:30

Berman	• <i>What's Your Gourmet IQ?</i>	H23
Knowles	• <i>Language Learning and the Unconscious</i>	Shiroyama
Moore	• <i>Turn Your Students into Chatterboxes!</i>	Castleview
Tomalin	• <i>Using Video to Teach Literature and Culture</i>	Sakura
Waring	• <i>Designing a Balanced Curriculum: Issues for Reading and Vocabulary</i>	H22

## WEDNESDAY SCHEDULE AUGUST 6<sup>th</sup>

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

## WEDNESDAY PRESENTATIONS

### 1:30 ~ 3:00

Berman	• <i>Understanding Your Study Style! Helping Our Students Put Learning Modality Strengths to Work for Them</i>	H23
Goh	• <i>English Education in Malaysia</i>	Castlevew
Nakayama	• <i>A Search for Identity</i>	Shiroyama
Partridge	• <i>The Write Stuff</i>	Oceanview
Waring	• <i>How to Get Junior High School Students to Read</i>	H22

### 4:30 ~ 6:00

S. Abrahamson	• <i>Listening Activities for Young Learners</i>	Castlevew
Berman	• <i>Helping Students Become Savvy Standardized Test Takers</i>	H23
Lupacheva	• <i>High School EFL Education in the Russian Far East: A Shift from a Regular to an English Major High School</i>	Oceanview
Tomalin	• <i>How to Use the Textbook to Teach Cultural Awareness</i>	Sakura
Watanabe	• <i>Communicative Activities in High School Reading Classes</i>	Shiroyama

### 7:00 ~ 9:30

International Night!	Main Hall
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## THURSDAY SCHEDULE AUGUST 7<sup>th</sup>

7:30 ~ 8:30	- Breakfast -
9:00 ~ 12:00	Morning Classes
12:00 ~ 1:30	- Lunch -
1:30 ~ 3:00	Presentations
3:00 ~ 4:30	- Open -
4:30 ~ 5:30	Plenary
5:45 ~	- Evening Out in Odawara -

## THURSDAY PRESENTATIONS

### 1:30 ~ 3:00

S. Abrahamson	• <i>Exchanging Ideas on Problematic Students</i>	Castleview
Berman	• <i>Multi-sensory Teaching Techniques: Sweet, Scented, Smooth, Scintillating, Sonorous Sensations</i>	H23
Partridge	• <i>Grammar Activities and Games for High School Students</i>	Oceanview
Porcaro	• <i>Summertime Things Japanese and Integrated Practice of Language Skills</i>	H22
Tomalin	• <i>Planning Lessons Using Video</i>	Sakura

### 4:30 ~ 5:30

	<u>Special Plenary</u>	
Yoshida	• <i>What Needs to Be Done to Improve English Education: From the Results of a Survey on Japanese High School Teachers of English</i>	Main Hall

## FRIDAY SCHEDULE AUGUST 8<sup>th</sup>

7:30 ~ 8:30	- Breakfast -	
9:00 ~ 12:00	Morning Classes	
12:00 ~ 1:30	- Lunch -	
1:30 ~ 3:00	Presentations	
3:00 ~ 4:00	- Open -	
4:00 ~ 5:30	Presentations	
5:30 ~ 6:00	- Open -	
6:00 ~ 8:30	- Farewell Dinner -	Hakone
8:00 / 8:30	{A shuttle bus will leave for Odawara Station at these times.}	

## FRIDAY PRESENTATIONS

### 1:30 ~ 3:00

S. Abrahamson	• <i>Short and Sharp: Fun Ideas for Young Learners</i>	Castleview
Berman	• <i>A Teacher's Guide to Successfully Interacting with Students Suffering from Emotional Damage</i>	H23
Partridge	• <i>So What Do You Think?</i>	Oceanview
Tomalin	• <i>Teaching Cultural Awareness</i>	Sakura
Watanabe	• <i>Communicative Activities in High School Reading Classes</i>	Shiroyama

### 4:00 ~ 5:30

King	• <i>The Gap: Teaching across Generations</i>	H23
Maley	• <i>One World: Bringing Global Issues into the Classroom</i>	Castleview
Partridge	• <i>Inspiring Young Learners to Write</i>	Oceanview
Pathan	• <i>Developing Learners' English Competence through the 4 Mat System</i>	Shiroyama
Tomalin	• <i>How to Use a Movie in Class</i>	Sakura

# GUEST PRESENTERS

**Yumiko Akeba**  
Cambridge University Press

**Shari Berman**  
Japan Language Forum

**William Gatton**  
DynEd Japan

**Hugh Graham-Marr**  
Tamagawa University / ABAX

**Mayuka Habbick**  
freelance teacher trainer

**Robert Scott Habbick**  
Oxford University Press

**Caroline Holden**  
British Council, Tokyo

**Kazue Imori**  
Scholastic



**Elizabeth King**  
Kyoto Bunkyo University

**Lance Knowles**  
DynEd International

**Rika Kojima**  
Thomson Learning

**Alastair Lamond**  
Longman ELT

**Charles LeBeau**  
Language Solutions

**Alan Maley**  
freelance teacher / consultant

**Alan Milby**  
British Council, Tokyo

**John Moore**  
RIC Publications Asia

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

**James Porcaro**  
Toyama University of International Studies

**Kumiko Takahashi**  
Scholastic

**Barry Tomalin**  
University of Westminster, London

**Rob Waring**  
Notre Dame Seishin University

**Kensaku Yoshida**  
Sophia University

# INTERNATIONAL SCHOLARS

**Goh Hai Bee**

SMK Puterijaya School, Malaysia  
(Malaysian English Language Teaching Association)

**Tatiana Lupacheva**

Vladivostok School #26, Russia  
(Far Eastern English Language Teaching Association)

**Subeda Pathan**

Phanitwittaya School, Thailand  
(Thailand TESOL)

**Shinji Watanabe**

Higashi Katsushika High School, Chiba  
(Japan Scholar)

(Unfortunately, Korea TESOL was unable  
to send a scholar to the Workshop this year.)

# WORKSHOP GUESTS

**Doray Espinosa**  
Homei Elementary School

**James Knudsen**  
The English Resource

**Nick Lutz**  
Oxford University Press

**Reiko Murota**  
Longman ELT

**Mya Mya Win**  
Myanmar Association in Japan

**Yuko Nagashima**  
RIC Publications Asia

**Nobu Nishimura**  
The English Resource

**Kozue Sekiguchi**  
Scholastic Japan

**Masahide Shibusawa**

MRA Foundation / Tokyo Jogakkan Schools for Women

**Kazuo Suganuma**

Mikasa Book Center

**Tun Aye**

Myanmar Association in Japan

**Betty Usui**

private English tutor

**Tomio Yamanaka**

Nellie's Group

# LIOJ FACULTY & STAFF

Nicole Abrahamson

Instructor

Stuart Abrahamson

Instructor

Jim Kahny

Director

Paula Landers

Instructor

Elizabeth Partridge

Instructor

Kazumi Masuda

Office Manager

Diane McCall

Instructor

Kazuko Mizukami

Office Staff Member

Rika Nagaoka  
Office Staff Member

Stephen Shrader  
Program Developer

# MORNING CLASS DESCRIPTIONS

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

The morning classes offered at the LIOJ Summer Workshop cover various 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 a.m. The orientation for your morning class will be given by your teacher in your designated classroom on Sunday, from 5:45 to 6:15 p.m.

A.	Landers	• <i>Developing Your General English Skills (Level A)</i>	H22
B.	N. Abrahamson	• <i>Developing Your General English Skills (Level B)</i>	Shiroyama
C.	King	• <i>Communication Every Way</i>	H23
D.	Maley	• <i>Tell Me a Story: Using Stories in the Language Class</i>	Castlevew
E.	McCall	• <i>Activities to Motivate Junior and Senior High School Students – Join Us!</i>	Sakura
F.	Shrader	• <i>Language Teaching 101</i>	Oceanview



**A    *DEVELOPING YOUR GENERAL ENGLISH SKILLS (LEVEL A)***  
LANDERS, Paula H22

Enjoy building your English skills while learning teaching ideas for your classroom! In this course, we will review speaking and listening, and do activities focused on pronunciation. We will improve your English fluency through a variety of pair and group projects. Interactive writing and reading activities will help broaden your vocabulary. The aim is to help participants to become more fluent and more confident in using English. In addition, you will leave with ideas on how to use these activities in the classroom. Come to review your English and improve your communication skills as you enjoy yourselves in a comfortable, safe, and fun environment. (This course is designed for levels 1 and 2.)

**B    *DEVELOPING YOUR GENERAL ENGLISH SKILLS (LEVEL B)***  
ABRAHAMSON, Nicole Shiroyama

This class will focus on vocabulary, pronunciation, and fluency activities in order to improve your English language skills in general, and your speaking and listening skills in particular. Activities will require participants to take part in lots of pair and group work, as well as share ideas with other class members, and give you maximum opportunities to "brush up" your English. Most importantly, bring a smile with you and be ready to have a good time. We will end each session with a discussion and exchange of ideas as to the best way to adapt the activities used in the class for use in your own classroom. (This course is designed for levels 2 and 3.)

## **C** *COMMUNICATION EVERY WAY*

KING, Elizabeth

H23

This course makes use of theatre exercises and your own creativity to help you discover and increase all your powers of communication. We will practice verbal and non-verbal communication skills; and work on voice, awareness of breathing, listening skills, and relaxation techniques. This course will empower you to use your own English more effectively and confidently in your classroom. We will get to know one another through cooperative exercises and teamwork. To participate in this class you need enthusiasm, energy, a few childhood memories, the English you know, and a willingness to share your ideas and thoughts. You don't need high-level English skills, special acting talent, youth (all ages welcome!), or superior athletic skills. Bring your workout clothes and a light spirit! (This class is open to all levels.)

## **D** *TELL ME A STORY: USING STORIES IN THE LANGUAGE CLASS*

MALEY, Alan

Castleview

Stories are all around us: stories we have experienced, stories we have heard, stories we have read. In a way, we are the stories we know. If we exist, we have stories to tell. And students are immediately 'hooked' by the magic words, "Once Upon a Time..." In this session, we shall explore together several different types of story: personal anecdotes, folk tales, urban myths, "wise" stories that help us to reflect, and very short fictions. We shall focus on the oral telling and re-telling of stories in class, but we shall also be exploring other kinds of language activities which emerge from working with stories: roleplay, creative writing, illustration, etc. Participants should bring their stories to share, too...so that we can all "live happily ever after..." (This class is open to all levels.)

## **E   *ACTIVITIES TO MOTIVATE JUNIOR AND SENIOR HIGH SCHOOL STUDENTS - JOIN US!***

McCALL, Diane

Sakura

Would you like to have some new engaging and attractive ideas for games and activities for your class? Do you think that your students might appreciate activities that move beyond bingo and Find Someone Who? Would you like to exchange ideas with a great group of fellow teachers and leave this class with renewed confidence in your ability to wow your students? If you have answered 'yes' to any of the above questions, then this may be the morning class for you! This class aims to provide teachers with ways to make their classes more interactive, communicative and enjoyable; give them plenty of chances to brainstorm with peers; and have a lot of fun in the process! Please bring along the text you are currently using—and your favourite activities. All contributions will be warmly welcomed. (This class is open to all levels.)

## **F   *LANGUAGE TEACHING 101***

SHRADER, Stephen

Oceanview

If you are a new teacher with little or no experience, or a teacher who wants a stronger basic background in language teaching, then this is the morning class for you. This course will give you a basic overview of language teaching, and only assumes that you are a university graduate. The class will include quick readings and discussions. We will talk about ways of teaching, lesson planning, teaching the 4 skills, correcting errors, using the text, teaching grammar communicatively, and other issues. If you want to learn more about language teaching than you were taught in university, come to this morning class for the language teaching basics. (This class is open to all levels.)

# PRESENTATION DESCRIPTIONS

(Listed in alphabetical order by presenter)

## ***EXCHANGING IDEAS ON PROBLEMATIC STUDENTS***

ABRAHAMSON, Stuart

Offered: Thursday 1:30

Castlevuew

Maximum: 20

Having problems with unmotivated, uninterested, or unruly students? Tried everything but failed? Can't find the answer from a book? You are not alone! Many teachers across the nation are experiencing exactly what you are going through right at this moment. This workshop intends to generate ideas by giving participants the opportunity to freely and openly express their problems with colleagues in order to receive useful advice and suggestions on how to deal with such issues. If you feel you *need* help, then come along. If you feel you *can* help, then join us in our discussions!

## ***LISTENING ACTIVITIES FOR YOUNG LEARNERS***

ABRAHAMSON, Stuart

Offered: Monday 7:00

Castlevuew

Maximum: 20

Offered: Wednesday 4:30

Castlevuew

Maximum: 20

This presentation is designed for teachers searching for listening practice ideas that deviate from the traditional "listen and complete the gap-fill" format. Listening activities consisting of a voice from a cassette player and a piece of paper lose their spontaneity and become meaningless. Certainly, there must be better ways to encourage our students to become more active listeners?! In this session, the presenter intends to provide ideas for listening practice that can be utilised and implemented at the junior and senior high school level. Each activity will involve group or individual participation and follow with a discussion on its suitability and how it can be adapted.

### ***1-800-STRESS-FREE-CALLS***

ABRAHAMSON, Stuart

Offered: Monday 4:30

Castlevuew

Maximum: 20

Sweaty palms? Chattering teeth? Trembling knees? Do you suffer from any or all of these symptoms when speaking on the telephone? If so, this class will enable you to be better equipped to deal with phone conversations and make the experience a less daunting one. In this session, participants will be exposed to a variety of tips and techniques used over the phone to understand what is being said, and most importantly to be understood. This is a practical workshop where teachers will have the unique opportunity to practice these tried and tested techniques using actual phones! (This workshop is designed for levels 1 and 2.)

### ***SHORT AND SHARP: FUN IDEAS FOR YOUNG LEARNERS***

ABRAHAMSON, Stuart

Offered: Sunday 4:00

Castlevuew

Maximum: 20

Offered: Friday 1:30

Castlevuew

Maximum: 20

Do long-winded activities interrupt the flow of your classes? Are you constantly losing the attention of your students? Do you need new ideas? Then this workshop may be for you! As teachers of young learners, we know that it is a continual challenge to create and maintain interest in the classroom. Sometimes, even the enthusiasm of our most diligent students can wane! In this interactive workshop, the presenter has chosen the most popular ideas that help create appealing lessons for his students. As the title suggests, these activities are short and sharp, involve little to no preparation, and aim to make your classroom a fun place to learn!

### **LISTENING ACTIVITY: TO MAKE YOUR STUDENTS SPEAK MORE**

AKEBA, Yumiko

Offered: Tuesday

1:30

Oceanview

Maximum: 20

This presentation shows how to make students speak more and how to make your classroom more lively, using the teacher training video, *New Interchange Teacher Training Video*. The presenter will introduce some practical ideas and teaching tips to make listening activities more effective by showing some classroom activities from different countries. In the video, several teachers from other countries do some listening activities in different ways. By watching those examples, teachers will have the opportunity to experience classrooms both similar to and different from their own. [This presentation is sponsored by Cambridge University Press.]

### **HELPING STUDENTS BECOME SAVVY STANDARDIZED TEST TAKERS**

BERMAN, Shari

Offered: Monday

1:30

H23

Maximum: 25

Offered: Wednesday

4:30

H23

Maximum: 25

For the past several years our organization (Japan Language Forum / JLF US) has been extremely active in creating test questions for Z-Kai, Center Test, Eiken, and TOEIC training materials. This mini-workshop offers global and concrete test-taking strategies for standardized tests with a listening component. How can test-takers use anticipation, logical sequence, gist, key concepts, etc. to perform better? What are the best classroom activities to help students succeed? When are we teaching and when are we testing? This workshop will address these and other valuable questions concerning test-taking skills.

***MULTI-SENSORY TEACHING TECHNIQUES: SWEET, SCENTED, SMOOTH, SCINTILLATING, SONOROUS SENSATIONS***

BERMAN, Shari

Offered: Monday	4:30	H23	Maximum: 25
Offered: Thursday	1:30	H23	Maximum: 25

This presentation suggests techniques to provide an experiential learning environment on a variety of different sensory planes. Participants will taste, feel, hear, see, and smell their way through different exercises. Bringing other senses and sensations into the classroom is not only enjoyable, it is also memorable. Specific techniques for whole class demonstrations as well as checklists and pair activities will be explored. Ways to access other sources for additional ideas about teaching and learning through one's senses will be introduced. As a brains-on workshop, the group will also brainstorm and generate some original ideas.

***A TEACHER'S GUIDE TO SUCCESSFULLY INTERACTING WITH STUDENTS SUFFERING FROM EMOTIONAL DAMAGE***

BERMAN, Shari

Offered: Sunday	4:00	H23	Maximum: 25
Offered: Friday	1:30	H23	Maximum: 25

One need not go further than the front pages of the newspaper to see that many young people seem to be growing up without a conscience. What strategies can we take as teachers to work effectively with emotionally damaged students? After two decades of teaching in Japan, this presenter moved to Hawaii and began intensive work with pre-teens and teens with Reactive Attachment Disorder, an unfortunate by-product of early childhood neglect. This workshop will focus on some of the causes, as well as interactive strategies that prove most effective. This presentation will also touch upon a new model of mental well-being that gives us the clarity and creativity to help ourselves and others be more productive.

## ***UNDERSTANDING YOUR STUDY STYLE! HELPING OUR STUDENTS PUT LEARNING MODALITY STRENGTHS TO WORK FOR THEM***

BERMAN, Shari

Offered: Wednesday 1:30

H23

Maximum: 25

Are you a visual, auditory or kinesthetic learner? In other words, do you learn best through your eyes, ears, or by actually doing something? After a quick analysis of your dominant study style, the modality that you rely on most for your learning, we will tackle how understanding different learning styles helps us design lessons that will benefit the wide variety of learners in our classrooms. Our students all have their dominant modalities, and some even respond well to multiple modalities. There will be useful tips for encouraging students to capitalize on their strengths when engaging in note taking, memorization, etc. Ideas will also be given for using online resources and Internet sites as study aids.

## ***WHAT'S YOUR GOURMET IQ?***

BERMAN, Shari

Offered: Tuesday 7:00

H23

Maximum: 25

In our ever-shrinking global village, food is a major common denominator. The gourmet world is full of trendy expressions, foreign loan words and cooking style terms. How high is your gourmet IQ? This presentation will give you a chance to find out while you feast your eyes and mind on a variety of culinary concepts and creations. Also included will be a few food puzzles from the presenter's out-of-print book *Winning Words*, along with some suggestions for using food fun puzzles and games to spice up your classroom.



### ***MAKING e-LEARNING EFFECTIVE***

GATTON, William

Offered: Tuesday

4:30

Shiroyama

Maximum: 20

Many teachers and students know that progress comes with increased practice. Such practice is not usually possible in school itself. The challenge is then to implement other ways to provide effective practice for students. The solution is e-learning that integrates with school lessons. How to do this? This presentation will examine the teaching ideas, systems and courseware contents that DynEd uses in its award-winning solutions for schools. Ideas such as creating lesson paths are critical to encouraging student motivation. Effective courseware provides the core practice material to integrate with the school syllabus. Systems elements must be smooth and easy to use in a wide variety of circumstances. [This presentation is sponsored by DynEd Japan.]

### ***ENGLISH EDUCATION IN MALAYSIA***

GOH, Hai Bee

Offered: Wednesday

1:30

Castlevew

Maximum: 20

Changes in English language education in Malaysia aimed at helping students cope with the rapid development in information technology, as well as have a competitive edge in international business, are constantly taking place. The slogan is "Malaysia Boleh" ("Malaysia can do it"); that is, master English as a second language. This session will first look at the history of English education in Malaysia, and then discuss current issues in Malaysian ELT, such as (a) effective English programmes and how teachers are coping at the grassroots level, (b) perks and incentives, (c) examinations, (d) training programmes for teacher trainees and students, and (e) other subjects, such as math and science, which from this year are taught in English.

### ***FROM MANGLED TO MANAGEABLE ENGLISH***

GOH, Hai Bee

Offered: Monday

1:30

Castleview

Maximum: 20

This presentation will show how the teacher can use students' broken spoken and written English to create language awareness. The presenter will explain the unintended humour inherent in Malaysian students' mangled English, which is derived from direct translation from their mother tongue (Bahasa Malaysia, Mandarin, or Cantonese). She will discuss how vulgarities may seem harmless when translated into English, and how they can be used to motivate undisciplined students who swear freely in their mother tongue. She will then share various techniques for introducing and reinforcing simple English patterns, and for helping students remember spelling. Examples will be drawn from the presenter's classroom experiences.

### ***KEYS TO TEACHING LISTENING***

GRAHAM-MARR, Hugh

Offered: Tuesday

4:30

H23

Maximum: 20

The purpose of this presentation is to highlight the importance of developing both students' top-down and bottom-up processing skills in order to help them become better listeners of English. Focus will be placed on listening task type and design, particularly levels of support provided, and the importance of familiarising learners with high-frequency phonological features that occur in naturally spoken English. Ideas and techniques for teaching listening will also be discussed. In addition, a new three-part listening series, *Top-Up Listening*, will be highlighted. [This presentation is sponsored by ABAX Ltd.]

### **PRACTICAL ACTIVITIES FOR TODAY'S CLASSROOM**

HABBICK, Mayuka

Offered: Tuesday 4:30

Oceanview

Maximum: 20

With the onslaught of TV games, hi-tech toys, and the cellular phone invasion of our teenage students' world, it is no wonder that teenagers these days present new challenges to the English language classroom. In the "good old days," teachers taught, assigned homework, and students actually did it! Now, getting students to study, learn, and use English is harder than before. Getting students to speak in English seems to be a never-ending task for teachers. In this interactive workshop for teachers of junior and senior high school students, we will do activities that get students speaking in English. Both vocabulary and sentence-building activities will be presented. [This presentation is sponsored by Nellie's Discount Books.]

### **WHAT CAN I DO IN MY CLASSES?**

HABBICK, Robert Scott

Offered: Tuesday 1:30

Shiroyama

Maximum: 20

Whether you are teaching at a university or high school, private language school or community center, this presentation will have something for you. The workshop will be a smorgasbord of activities taken directly from new Oxford materials. We will cover listening and speaking activities as well as reading and some writing. Time management, classroom management, psychological, and time pressure will also be shown and used. Come and get some new ideas for your classes and enjoy being a student again! [This presentation is sponsored by Oxford University Press.]

***I HEAR YOU BUT I'M NOT LISTENING!!!***

HOLDEN, Caroline & MILBY, Alan

Offered: Tuesday

1:30

H22

Maximum: 20

This workshop aims to highlight ways to encourage students to accomplish meaningful listening tasks. Our ultimate aim is to build their confidence and comprehension in listening to various styles of discourse in English. We will examine our roles as teachers and ask whether we are actually teaching or testing our students. From that, we will then give ideas on how to make an effective structure for listening exercises and incorporate it into teaching plans. To help us to do so, we will provide ideas that can be made into effective listening tasks. Finally, you will analyse materials that you currently use and apply the ideas from this session to make them more practical, enjoyable, meaningful, and real for your students. [This presentation is sponsored by the British Council, Tokyo.]

***MORE PLANS FOR THE HOLIDAYS: LANGUAGE ACTIVITIES FOR JUNIOR SCHOOL STUDENTS***

KAHNY, Jim

Offered: Monday

7:00

H23

Maximum: 20

Almost everyone likes holidays and festivals. Junior high school students in Japan are no different. Using the holidays as lesson themes for the English class can be a great way to tap into students' natural interests. In this presentation, participants will try out several quick language activities that can be used to commemorate the holidays with junior high school students. The demonstration will include activities from a variety of sources, including the Internet. Come and beat the holiday rush and get some ideas for holiday lessons! Handouts will be provided.

### ***THE GAP: TEACHING ACROSS GENERATIONS***

KING, Elizabeth

Offered: Friday

4:00

H23

Maximum: 25

How often have you thought, "When I was a student...!" Has classroom behavior changed since you were in school? Are your students attentive and inspired to learn? Have you heard the English expressions "classroom collapse," "school refusal syndrome," "dumbing down"? The speaker, whose main credential is forty years in the classroom, will share her experience and perceptions of today's university students and how they learn. Participants will engage in guided discussion and share their experience at middle school and high school levels, and as a group we will try to identify goals for our students and consider how to bring out their greatest potential. Please join us and share your strategies for bridging the widest generation gap ever.

### ***LANGUAGE LEARNING AND THE UNCONSCIOUS***

KNOWLES, Lance

Offered: Sunday

4:00

Shiroyama

Maximum: 25

Offered: Tuesday

7:00

Shiroyama

Maximum: 25

How does the brain process language? How is it organized to learn a language? Recent research in neuropsychology shows that the brain uses conceptual processors to decode language input. These processors are linked together so that rules and meaning need not be learned, but are already part of the unconscious. As such, they need activation, first by recognition and then by practice. The English verb system, for example, is organized around five key markers. We will examine these markers and show how they can be used to accelerate and simplify language learning.

## ***PROFILE AND DATA FROM A SUCCESSFUL PROGRAM IN CHINA***

KNOWLES, Lance

Offered: Monday 7:00

Shiroyama

Maximum: 25

The CALL program at Beijing University's School of Management is now in its third year. This presentation examines how multimedia has been integrated into the program, including scheduling, testing, teacher-training, class activities, lab activities and materials, mentoring, and monitoring. We will look at the actual study-details and results from the program. We will also look at student presentations and show how they are connected to the multimedia content. We will then attempt to draw conclusions as to quantity of practice, quality of practice, and learning path.

## **Opening Plenary**

### ***TEACHING TO MAKE A DIFFERENCE***

KNOWLES, Lance

Offered: Sunday 2:15

Main Hall

Many of the problems teachers face today are the same problems LIOJ participants faced 35 years ago. Yet we continue to teach, exchange ideas, and inspire each other as we try to improve ourselves and make a difference to the lives of our students. What *does* it take to make a difference? What is the key to change? In this talk, I would like to share experiences from around the world as technology changes language education. What factors make for success? And when is it clear that "You can lead a horse to water, but you can't make it drink"?

## ***USING MULTIMEDIA TO TEACH LISTENING AND SPEAKING SKILLS***

KNOWLES, Lance

Offered: Monday 1:30

Shiroyama

Maximum: 25

Well-designed multimedia programs can make language learning more effective and enjoyable. Though one strength of multimedia is its ability to provide listening and speaking practice, students must be shown *how* to practice, and this practice should be scored and monitored to achieve the best results. We will demonstrate lessons designed for high school students and show ways to vary activities to address different needs such as grammar, fluency or pronunciation—as in the case of students in India. We will also show how classroom activities can provide students with the means to personalize the target language.

## ***HELPING HIGH SCHOOL LEARNERS DEVELOP READING STRATEGIES***

KOJIMA, Rika

Offered: Tuesday 1:30

Castleview

Maximum: 20

The cultivation of effective reading skills is a crucial component in the learning of English. This presentation shows how you can help your students become better readers, and better learners, through practical strategies which activate their background knowledge, deepen their understanding of word formation, build their vocabulary base, enhance their holistic understanding of text, and help them read more effectively. The presenter will use examples drawn from both authentic and adapted texts, all of which share a high level of interest and are appropriate for teenage and young adult learners. [This presentation is sponsored by Thomson Learning.]

## ***FUN CROSS-CULTURAL ACTIVITIES***

LAMOND, Alastair

Offered: Tuesday 1:30

H23

Maximum: 20

Japanese high school English teachers often ask how they can bring cross-cultural content and exercises into their classrooms with even low-level students. Students feel motivated when they are presented with a task that relates to their own lives. They will work harder if the content of the lesson is something that interests them regardless of language. Using games and a variety of tasks, the presenter will demonstrate some fun ways to bring the world into the classroom. Please come and learn some teaching tips you can take back to your classroom! [This presentation is sponsored by Pearson Education Japan.]

## ***DEBATE ACTIVITIES FOR THE INEXPERIENCED***

LEBEAU, Charles

Offered: Tuesday 4:30

Castleview

Maximum: 20

Debate presents a dilemma. On one hand, it is a priceless communicative activity; an excellent vehicle for developing listening, speaking, and even critical thinking skills. On the other hand, debate often demands extensive reading and research outside of class, and a great deal of in-class time. The question for teachers is: How can students obtain the merits of debate without lengthy preparation and lengthy in-class debates? This workshop will present a variety of short, simple activities that focus on the speaking, listening, and thinking aspects of debate, yet require no outside preparation by students. All activities are tried-and-true, fun and guaranteed to work in the classroom. [This presentation is sponsored by The English Resource.]



### ***TEACHING CONVERSATION SKILLS WITH EMOTIONS AND IDEAS***

LUPACHEVA, Tatiana

Offered: Monday

7:00

Oceanview

Maximum: 20

Since foreign language teaching should help students achieve some kind of communicative skills in a foreign language, we have to take advantage of all situations in which real communication occurs naturally, and create many more which are suitable as well. This workshop illustrates how teachers can develop activities that facilitate students' awareness of their personal values and enrich their language. Many of the activities are concerned with the learners themselves. Their feelings and ideas are the focal point of these exercises, around which a lot of their communication in a foreign language revolves. Talking about something which affects them personally is eminently motivating for students. The activities that will be used in this workshop are designed for intermediate and upper-intermediate level students.

### ***HIGH SCHOOL EFL EDUCATION IN THE RUSSIAN FAR EAST: A SHIFT FROM A REGULAR TO AN ENGLISH MAJOR HIGH SCHOOL***

LUPACHEVA, Tatiana

Offered: Wednesday

4:30

Oceanview

Maximum: 20

This presentation describes an experiment which was carried out in Vladivostok School #26—a status shift from a regular school (with few English classes) to a school with an English major. In consideration of the problems of EFL teaching in the Russian Far East, this presentation will address the issues of how to increase educational level by taking into account international standards and modern demands. The presenter is going to focus on EFL teaching methodology, teaching materials, and the new examination system in Russia. A video sample lesson and "talent show" clip (an extracurricular activity in English) will be shown to the participants. The presentation is targeted at high school EFL teachers.

### ***ONE WORLD: BRINGING GLOBAL ISSUES INTO THE CLASSROOM***

MALEY, Alan

Offered: Friday

4:00

Castleview

Maximum: 25

English is the major language of globalisation. As such, we owe it to our students to raise their awareness of some of the less attractive results of the dominance of English, for instance, its role in spreading the consumerist philosophy which is making our planet unfit for humans to live in. English is also a subject without any defined subject matter. Global Issues offers a rich variety of meaningful, non-trivial and motivating content. In this workshop, we shall explore together a number of simple activities which use Global Issues as their content, but which also help students to learn the language.

### ***TURN YOUR STUDENTS IN CHATTERBOXES!***

MOORE, John

Offered: Tuesday

7:00

Castleview

Maximum: 20

Our students are fabulous if we have the right range of fun activities to keep them motivated. This presentation will look at ways to inspire your students to communicate and channel their vibrant energy into English through student-centered activities that are sure to get them speaking. The presenter will offer highly practical tips and advice on what to do and what not to do during speaking activities! These activities will be demonstrated and all participants will be requested to join in and become chatterboxes! [This presentation is sponsored by RIC Publications Asia.]

### ***A SEARCH FOR IDENTITY***

NAKAYAMA, Keisuke

Offered: Wednesday 1:30

Shiroyama

Maximum: 20

In an ever-growing, globalizing world, we tend to get lost in our life's journey in a silent and yet arduous search for certain basic questions which occur occasionally in our human hearts and minds: What am I and who am I? What are we as Japanese? What is our mission in life? What is our goal and role? Where are we heading? This presentation will, through discussion, focus on five basic issues facing us today: (1) What are we as human beings and as individuals? (2) What are we as Japanese nationals? (3) Where are we? (4) Where did we come from? (5) Where do we go from here? I hope we can help one another acquire a new level of awareness with historical (vertical) as well as global (horizontal) perspectives joining together.

### ***GRAMMAR ACTIVITIES AND GAMES FOR HIGH SCHOOL STUDENTS***

PARTRIDGE, Elizabeth

Offered: Thursday 1:30

Oceanview

Maximum: 20

This is a practical workshop in which participants can try a variety of grammar activities and games suitable for use in junior and senior high schools. These communicative activities provide the kinds of purposeful contexts required to help students understand how language works. They give the students the opportunity to practise the language in meaningful ways. As motivated and active learners, students remember and understand more easily. Different ways of presenting grammar structures and the use of resources will be considered. The focus of the workshop will be communicative and will include mainly speaking and listening skills.

## ***INSPIRING YOUNG LEARNERS TO WRITE***

PARTRIDGE, Elizabeth

Offered: Sunday	4:00	Oceanview	Maximum: 20
Offered: Friday	4:00	Oceanview	Maximum: 20

How can we motivate young learners to write more, write better, and even enjoy the process? How can we help students to prepare, draft, and complete a writing task within the limited time available? These are some of the issues which will be addressed in this interactive workshop where participants will be able to try an enjoyable range of writing activities designed to inspire junior and senior high students to write. By isolating and practising some of the many skills required, we can guide the students towards developing better writing skills overall.

## ***SO WHAT DO YOU THINK?***

PARTRIDGE, Elizabeth

Offered: Monday	4:30	Oceanview	Maximum: 20
Offered: Friday	1:30	Oceanview	Maximum: 20

Come and try some great activities that will get you and your students thinking and using English. Enjoy a joke, work out some puzzles, and solve some problems. Use resources which will bring to life a variety of topics. Take away with you ideas to use with your students. In the current climate of concern about the level of critical thinking skills of students, this workshop will suggest ways of developing both these and English skills in a variety of contexts. Find out how interesting and thought-provoking activities can engage the students' interest and motivate them to use English.

### ***THE WRITE STUFF***

PARTRIDGE, Elizabeth

Offered: Wednesday 1:30

Oceanview

Maximum: 20

This is a workshop designed especially for teachers in which they can enjoy writing creatively at their own level. Using a variety of resources such as pictures, texts, and realia, teachers will have the opportunity to explore different forms of writing: anecdotes, poems, dialogues, and descriptions. Participants will be able to work together through a variety of tasks, using techniques presented in the session to help them produce interesting and imaginative work. Come prepared to put pen to paper in creative ways in a relaxed, friendly, and enjoyable atmosphere and discover the joys (and frustrations) of writing.

### ***DEVELOPING LEARNERS' ENGLISH COMPETENCE THROUGH THE 4 MAT SYSTEM***

PATHAN, Subeda

Offered: Friday 4:00

Shiroyama

Maximum: 20

It is the responsibility of English teachers to find a practical way to help students learn English. One possible way is the "4 Mat Learning Style." The 4 Mat Learning Style stimulates both the left and right side of the brain and it is effective for different types of learners. The method consists of eight steps which are learner-centred as teachers take the role of monitors during activities and students plan and decide everything themselves. In this session, the presenter will discuss how she uses the 4 Mat System to create happy and meaningful lessons for her students.

### ***ENGLISH EDUCATION IN THAILAND***

PATHAN, Subeda

Offered: Monday

4:30

Shiroyama

Maximum: 20

Today, in an era of globalization and with the growing importance of tourism to the economy, the Thai government has realized that English is important not only for academic and professional purposes, but also for the development of international communication. This presentation will look at various issues related to English education in Thailand, including the reform of the 1996 Thai English curriculum, a reform which embraces a communicative, student-centred approach and encourages students to practice their language skills using different communication media, especially IT. We will also look at how the role of the English teacher has changed to help prepare students to use English in their daily lives.

### ***SUMMERTIME THINGS JAPANESE AND INTEGRATED PRACTICE OF LANGUAGE SKILLS***

PORCARO, James

Offered: Thursday

1:30

H22

Maximum: 25

Things Japanese may serve as excellent content for productive and enjoyable English lessons that integrate practice of multiple language skills: speaking, listening, reading, writing, and grammar usage. Student-centered, interactive, and communicative lessons based on these items draw on students' familiar base of social and cultural knowledge and experience. This session will work with summertime things Japanese. It will be a participant-centered workshop that develops practical instructional ideas that teachers can take back to their classrooms. Teachers will be involved not only in doing the activities and tasks that could be part of such lessons, but also in the processes of creating and developing them and the materials for classroom use.

## ***TIMESAVING METHODS AND PROVEN STRATEGIES THAT HELP STUDENTS LEARN ESSENTIAL READING, WRITING, AND GRAMMAR***

TAKAHASHI, Kumiko & IMORI, Kazue

Offered: Tuesday 4:30 H22

Maximum: 20

Reading books is essential for language learners to gain fluency in speaking, reading, and writing whether in one's native language or in a foreign language. Students are able to acquire a lot of vocabulary through reading. They are also able to learn how the meaning of a word is influenced or changed by the context. Teachers need to supply appropriate materials that meet students' interest while also instilling necessary grammar skills. But grammar needs to be transformed from a dull set of rules into an exciting tool for communication. The presenters will share ideas on how to help students learn essential reading, writing and grammar skills through creative and fun activities. [This presentation is sponsored by Scholastic.]

## ***HOW TO USE A MOVIE IN CLASS***

TOMALIN, Barry

Offered: Friday 4:00 Sakura

Maximum: 25

"Movies are wonderful but we have no time!" Yes, we have. This presentation will show how to break down a movie so that it can be studied in class, using selected clips. It will show how to create simple worksheets and how to plan the viewing. The problem is that if the movie is interesting, the students want to watch it right through. We will show how you can do that too. This session will focus on using a complete movie as a classroom project. It covers selection, planning, as well as what kind of materials need to be produced and how to produce them. We will also look at how the Internet can be used for support and for extension research.

## ***HOW TO USE THE TEXTBOOK TO TEACH CULTURAL AWARENESS***

TOMALIN, Barry

Offered: Wednesday 4:30

Sakura

Maximum: 25

This presentation will show how using texts, pictures, tapes, and diagrams from textbooks can raise students' cultural awareness about the US and the UK. The textbook is often the centre of the classroom relationship between the teacher and the student, and the pictures and dialogues contain lots of cultural information that is usually not exploited in the textbook but can be exploited by the teacher. With the English textbooks used in Japan, the presenter will show how to identify culturally relevant material, extract it, and teach it in the classroom.

## ***PLANNING LESSONS USING VIDEO***

TOMALIN, Barry

Offered: Sunday 4:00

Sakura

Maximum: 25

Offered: Thursday 1:30

Sakura

Maximum: 25

One of the best ways to teach culture is to use video, where you can see daily life happening before your eyes, and then use the pause button on the video to study it intensively. This presentation will show teachers how to select video clips for use in class, how to plan a lesson around a video clip, how to use it in class, and how to follow it up in later classes. Video use will become a lot more teacher-friendly, a lot easier, and more exciting after you have done this session.



## ***TEACHING CULTURAL AWARENESS***

TOMALIN, Barry

Offered: Monday	1:30	Sakura	Maximum: 25
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Offered: Friday	1:30	Sakura	Maximum: 25
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The key to understanding another culture is to understand its values and attitudes and to see how these are manifested in everyday behaviour. This session explains the theory behind cross cultural awareness in schools and shows how to help students understand another culture's attitudes, values, and behaviours in relation to their own. In doing so we will learn about the cultural triangle, the three types of cultures and the cultural continuum – all techniques that teachers can use in class to help their students learn. We'll also learn how to create a culture island and how to help our students become culture detectives through the use of real items in class to put students more directly in touch with the culture.

## ***USING VIDEO COMMUNICATIVELY IN CLASS***

TOMALIN, Barry

Offered: Monday	7:00	Sakura	Maximum: 25
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In addition to teaching a video dialogue, there are all kinds of things we can do with video in class to help students improve their speaking and conversation skills as well as their listening skills. This presentation will show six techniques that teachers can use to help students communicate by using the video as a stimulus, including freeze frame, telling stories, predicting, silent viewing, sound only, and split screen viewing. The session will feature lesson plans (demonstrated, with examples) to show how video can be used to improve classroom communication.

## ***USING VIDEO TO TEACH LITERATURE AND CULTURE***

TOMALIN, Barry

Offered: Tuesday

7:00

Sakura

Maximum: 25

This session will show teachers how they can use videos of literary works in class to raise students' motivation, improve their understanding, and promote class discussion and projects. Video can bring literature and culture to life. This session will show techniques to help teachers use the video of a work of literature to bring it to life for the students. We will look at works by both British and Asian authors. The session will be very interactive with opportunities for teachers to take part in the activities and discussion.

## ***DESIGNING A BALANCED CURRICULUM: ISSUES FOR READING AND VOCABULARY***

WARING, Rob

Offered: Monday

1:30

H22

Maximum: 25

Offered: Tuesday

7:00

H22

Maximum: 25

This session will explore the various components of any learning program that are needed for successful language learning to take place. These include a balance of input versus output, and a focus on the language as well as a focus on fluency. In the Asian context, there is typically too much emphasis on the language focus input elements of language learning at the expense of other critical areas. Suggestions will be presented to provide a more balanced approach. These areas will be explained in relation to the "learning cycle," and the needs of the students.

## ***HOW TO GET HIGH SCHOOL STUDENTS TO LEARN A BIG VOCABULARY QUICKLY***

WARING, Rob

Offered: Monday 4:30

H22

Maximum: 25

The learning of vocabulary is the major task facing most foreign language students. However, most students learn vocabulary slowly and unsystematically and most vocabulary learned in class tends to be forgotten very quickly because words are not met again soon after learning. This presentation will present the case for the need to build a vocabulary quickly and then present a systematic and successful approach to the learning of a large "start-up" foreign language vocabulary. The rationale and method will be presented. This start-up vocabulary will empower the students to climb the learning curve faster and more effectively.

## ***HOW TO GET JUNIOR HIGH SCHOOL STUDENTS TO READ***

WARING, Rob

Offered: Wednesday 1:30

H22

Maximum: 25

Reading is probably the most important skill that we can give our learners. Unfortunately, many of our learners are still unable to read confidently and smoothly by the time they leave our high schools. This session will present an approach to reading that encourages students to read fluently and for enjoyment at the very earliest levels of language ability. This will include the use of graded readers and other student-centred reading materials. This approach will be presented as complementary to normal reading classes.

## ***COMMUNICATIVE ACTIVITIES IN HIGH SCHOOL READING CLASSES***

WATANABE, Shinji

Offered: Wednesday	4:30	Shiroyama	Maximum: 20
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Offered: Friday	1:30	Shiroyama	Maximum: 20
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The New Course of Study stresses fostering a positive attitude toward communication, even in reading classes. But how can we introduce communication activities into our everyday reading classes? Some teachers think this is unnecessary in translation-based classes, or useless in entrance exam oriented classes. Others say it is a waste of time for less-motivated students. These opinions are held by most high school teachers in Japan. This workshop will focus on everyday communicative tasks that any student could perform. The presenter will demonstrate various activities for reading classes, and show a video of his students. At the end of the session, participants will have a chance to express their ideas about reading classes.

### **Thursday Plenary**

#### ***WHAT NEEDS TO BE DONE TO IMPROVE ENGLISH EDUCATION: FROM THE RESULTS OF A SURVEY ON JAPANESE HIGH SCHOOL TEACHERS OF ENGLISH***

YOSHIDA, Kensaku

Offered: Thursday	4:30	Main Hall
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As a part of the Monkasho's initiatives to improve English education in Japan, our research group administered a questionnaire to approximately 1,000 high school teachers around the country. A students' CAN-DO questionnaire was also administered to approximately 10,000 senior high school students, with the cooperation of Benesse Corporation. In this presentation, I will present some of the findings of these surveys and suggest some possible solutions, which will be needed in order to improve English education in Japan.

## BIOGRAPHIES: GUEST PRESENTERS & INTERNATIONAL SCHOLARS

**YUMIKO AKEBA** is an ELT representative at Cambridge University Press Japan. She taught general English conversation, TOEIC/TOEFL English, and business English at various kinds of institutions such as high schools, private language schools, culture centers, and companies for ten years before entering the ELT publishing world.

**SHARI J. BERMAN** is the Executive Director of Japan Language Forum/JLF US, a language services organization. She has written/co-written more than twenty textbooks/courses and a variety of TOEIC, Z-Kai, Eiken and Center Test materials. She holds an MAT from the School for International Training. She has taught in junior high schools, businesses, and universities in Tokyo, including a listening practicum for Columbia Teachers College. She served as National Program Chair and Tokyo President of JALT.

**WILLIAM GATTON** is president of DynEd Japan, now celebrating its tenth anniversary. 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. In 1993, he and former LIOJ director Lance Knowles founded DynEd Japan. At [www.dyned.com/japan](http://www.dyned.com/japan), you can access special 10th Anniversary offers that make it even easier to implement effective e-Learning with DynEd.

**GOH HAI BEE** has been teaching for 24 years, and is currently a teacher at SMK Puterijaya in Kuala Lumpur. She graduated with B.A. (Hons) and a Dip. Ed. (TESL) from the University of Malaya, and an M.Ed. in both language teaching, mentoring and management from IAB-University of Bristol. She is representing the Malaysian English Language Teaching Association (MELTA) at the Workshop.

**HUGH GRAHAM-MARR** has a Masters degree in Teaching English for Specific Purposes from Aston University in the United Kingdom. He has been teaching English in Japan for fourteen years and is currently teaching at Tamagawa University. He is president of the ELT publisher ABAX Ltd., which is located in Kawasaki. He assisted with the editing of the *Top-Up* series.

**MAYUKA HABBICK** has been teaching English in Japan for 17 years. Her specialty is making games and activities that get students speaking in English. In addition to giving presentations and creating materials, she is working to make English education more accessible to Japanese English teachers by translating teaching materials from English to Japanese. Her main interest is bilingual education for her five children and her husband.

**ROBERT HABBICK** has taught seminars and classes in universities, colleges, high schools, private language schools, and community centers during his seventeen years in Japan. He is now a senior consultant for Oxford University Press where he works to raise the level of English language teaching of Japan, as well as match appropriate materials to teachers' needs. In his free time, he enjoys computers and ten pin bowling.

**CAROLINE HOLDEN** took the RSA CELTA twelve years ago in London after a first career in IT. She taught multilingual groups at International House for six years where she also took the DELTA. This was followed by three years teaching newly arrived immigrants in New York City before coming to Tokyo in 2000. She is involved in presenting teachers' workshops in Tokyo and has just started a distance MSc. in TESOL.

**KAZUE IMORI** is an educational consultant for Scholastic Inc. in Japan. She has worked for language schools and taught students from preschool to junior high school. She also has given teacher-training workshops for more than fifteen years around the country, and has extensive experience training educators and developing teaching materials and curriculum. She regularly offers presentations on how to use Scholastic children's books at various workshops and conferences.

**ELIZABETH KING** has taught English for 37 years, first in Tanzania and later in Colorado, where she taught Hmong refugees from Laos and Japanese students wishing to enter American universities. She taught at the Language Institute of Japan from 1986 to 1990, and served as the school's teacher trainer. After LIOJ, she taught five years at International Christian University, and now teaches at Kyoto Bunkyo University.

**LANCE KNOWLES** served as director of LIOJ from 1979 to 1986. From LIOJ, he went on to found the pioneering multimedia company DynEd International. Now recognized as one of the world's leading experts on the development and use of CALL programs, he has developed several award-winning courses, including *New Dynamic English* and *English For Success*. His most recent presentations have been in India, Myanmar, China, and Malaysia, where his programs have been adopted on a national scale.

**RIKA KOJIMA** has been involved in ELT publishing for more than seven years. Fresh out of public Japanese senior high school, she went on to pursue learning English by taking a B.A. in British and European history at the University of Kent at Canterbury. She therefore has knowledge of learning English both as a publisher and from student's point of view. She is currently working as a senior ELT consultant at Thomson Learning.

**ALASTAIR LAMOND** is from Edinburgh, Scotland and is the sales manager for Longman. He has been involved in ELT as a teacher, teacher trainer, and publisher in Russia, Greece, and Japan. He came to Japan in 1988, and was a teacher in Tokyo for seven years. Outside of work, he enjoys collecting and watching movies. He wants everyone to enjoy speaking English and visit him at the Longman stand in the display area.

**CHARLES LEBEAU** was once an aspiring jazz musician a long time ago in a galaxy far, far away. Since landing in Japan in 1982, he has taught in both the university and corporate worlds. He is co-author of the classic book, *Speaking of Speech*, and of *Discover Debate*. He has just co-authored with David Harrington a new low level speech book, *Getting Ready for Speech*.

**TATIANA LUPACHEVA** graduated from the Far Eastern National University (summa cum laude) in 1997. She is an executive board member—events organizer and winter methodology school organizer—of FEELTA. She teaches English to senior high students at School #26, the School of European Languages. Her interests include reading, theatre, jazz, and fitness. She is representing FEELTA at the Workshop.

**ALAN MALEY** recently retired as 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 numerous books and articles. He is the series editor for *Oxford Resource Books for Teachers*. He is now a freelance teacher consultant.



**ALAN MILBY** started teaching nine years ago. He has taught in Ankara, Cairo, Istanbul, and has been working for The British Council, Tokyo for just over a year. Over his teaching career so far, he has taught learners of all ages. He completed the Cambridge DELTA two years ago and will start his MA in Old Norse later this year. He is currently part of The British Council teacher development team.

**JOHN MOORE** has been working in English language education for over ten years. During this time, he has conducted many teacher training presentations throughout Japan and overseas. He is currently the head of RIC Publications Asia. Prior to joining RIC Publications, he was a vice president and teacher trainer at Tuttle Publishing, and an ELT consultant for Oxford University Press.

**KEISUKE NAKAYAMA** is managing director of the MRA Foundation and director of Asia Center Odawara. He studied at Osaka University of Foreign Studies and Mackinac 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 an international joint venture company involving Ford, Nissan and Mazda.

**SUBEDA PATHAN** teaches at Dat Daruni School, a provincial girls' school in Chachoengsao, Thailand. She received her MA in TEFL from Srinakharinwirot University and her certificate in TEFL from International House, London. She has taught English for about thirty years, and works as an English teaching resource person in her region. In 2000, she was chosen to be a model teacher by the Office of the National Education Commission, Office of the Prime Minister.

**JAMES PORCARO** is a professor at Toyama University of International Studies where he teaches a wide range of EFL courses including one in African Studies. He holds an M.Ed. in TESOL and an M.A. in African Studies. He is from the U.S.A. and has lived in Japan since 1985. He has written nearly thirty published articles on EFL teaching and learning. His interests are in developing instructional materials, teaching methodology and content-based instruction.

**MASAHIDE SHIBUSAWA** is executive director of the MRA Foundation, the sponsor of LIOJ and other educational activities. He is a graduate of Tokyo University, and participated in programs in the US and Indonesia. He has been a visiting scholar in the UK and the US, and has published numerous articles. He currently serves as director-CEO of Tokyo Jogakkan Schools for Women.

**KUMIKO TAKAHASHI** is an educational consultant for Scholastic Inc. in Japan. She majored in American English in the Foreign Language Department of Kitakyushu University. She has given teacher training workshops around the country for more than ten years. She has extensive experience teaching students, training educators, and developing teaching materials and curriculum. She regularly presents at various book fairs and conferences.

**BARRY TOMALIN** is a teacher, teacher trainer, editor, broadcaster, and materials writer. He has specialized in video and audio methodologies and is the author of numerous books, including *Film* (Oxford), which he co-authored with Susan Stempleski. He is currently a visiting lecturer in media and technology at the University of Westminster in London. He is a presenter at teacher training conferences around the world.

**ROB WARING** has been teaching in Japan for 13 years. He has also taught in France, China and Australia. His special areas of interest include vocabulary acquisition and reading. He has published widely in numerous journals and is editor of a series of graded readers due out later this year. He has been a featured speaker on the English Teachers in Japan (ETJ) certificate course for the last three years.

**SHINJI WATANABE** is a graduate of Waseda University. He has been teaching at public high schools in Chiba over 20 years. In 1989, he took part in a six-month training in the UK sponsored by Ministry of Education. He presented at Zen-ei-ren's 43rd National Conference and workshops in Chiba, and Ei-ju-ken's Conventions in Osaka and Tokyo. He is in charge of third grade reading and writing lessons in his school.

**KENSAKU YOSHIDA** is a professor in the Department of English Language and Studies, director of the Center for the Teaching of Foreign Languages in General Education, and director of the Sophia Linguistics Institute for International Communication at Sophia University. His areas of specialization are applied linguistics, bilingualism and bilingual education, and intercultural communication. His books include *J-Talk* (OUP), *Heart to Heart* (Macmillan), and *One Up Listening* (Japan Times).

## BIOGRAPHIES: WORKSHOP GUESTS

**DORAY ESPINOSA** is a teacher at Homei Elementary School in Tokyo. She will join the Workshop on Wednesday.

**JAMES KNUDSEN** is an ELT consultant for The English Resource in Shinjuku. He will join the Workshop on Tuesday.

**NICK LUTZ** is ELT promotions manager for Oxford University Press in Tokyo. He will join the Workshop on Tuesday.

**REIKO MUROTA** is an ELT representative for Longman ELT in Tokyo. She will join the Workshop on Tuesday.

**MYA MYA WIN** operates the small hotel "Biruma" on Izu Peninsula. She will join the Workshop on Wednesday.

**YUKO NAGASHIMA** is a sales representative for RIC Publications Asia in Tokyo. She will join the Workshop on Tuesday.

**NOBU NISHIMURA** is an ELT consultant for The English Resource in Shinjuku. He will join the Workshop on Tuesday.

**KOZUE SEKIGUCHI** is a sales representative for Scholastic Japan. She will join the Workshop on Tuesday.

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

**TUN AYE** is with the Myanmar Association in Japan. He will join the Workshop on Wednesday.

**BETTY USUI** is a private English tutor in Yugawara, Kanagawa. She will join the Workshop on Wednesday.

**TOMIO YAMANAKA** is an ELT consultant for Nellie's Group, Ltd. in Tokyo. He will join the Workshop on Tuesday.

## BIOGRAPHIES: LIOJ FACULTY & STAFF

**NICOLE ABRAHAMSON**, LIOJ instructor, is from Perth in Western Australia. She has a B.A. in media studies from Edith Cowan University. She also completed the CELTA course at International House in Portland, Oregon. She has been teaching in both Japan and Australia for the past seven years. Prior to joining LIOJ, she was teaching an academic English course for overseas students entering college in Australia.

**STUART ABRAHAMSON**, LIOJ instructor, is from Perth in Western Australia. He has a B.A. in media studies from Edith Cowan University and a Cambridge/RSA certificate from International House, Portland, Oregon. In Australia, he taught in a course for temporary protection visa holders from Iraq and Afghanistan, and coordinated a language and literacy programme. He has taught EFL for over seven years in Japan and Australia.

**JIM KAHNY**, LIOJ director, has taught EFL in Asia for sixteen years. He oversees LIOJ programs, including the Workshop, and teaches at five elementary schools in Hakone town. He is the author of *Firsthand Stories*, a co-author of *Firsthand Access* and *Success* (Longman), and a contributing author of *Let's Go* (Oxford) and *NorthStar* (Longman). He served for two years as a US Peace Corps volunteer in Benin, West Africa.

**PAULA LANDERS**, LIOJ instructor, is from San Francisco. She has an M.A. in international management from the School for International Training, and a B.S. in marketing and German from Santa Clara University. She has taught English in Japan for eleven years, including junior high school English in Tokyo and Chiba. She also taught general subjects in the US for six years. She joined LIOJ in 2003.

**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. Prior to joining the LIOJ faculty, she taught ESL in Scotland for two and a half years, and EFL in Japan for five years in Hiroshima, Iwate, and Chiba.

**KAZUKO MIZUKAMI**, LIOJ office chief, 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.

**RIKA NAGAOKA**, LIOJ office assistant, joined the school's staff in 2003 and is mainly responsible for accounting. She previously worked in the general affairs department of Industrial Bank. She lives with her husband and son in Hadano city.

**ELIZABETH PARTRIDGE**, LIOJ instructor, is from Bristol, England. She has a Bachelor of Education (Hons.) degree and a CELTA qualification. She has been teaching for 27 years, first as a primary school teacher in England and California, after which she worked as an EFL teacher and primary coordinator in Thailand. Her interests include travel, playing Thai and Japanese musical instruments, sport, and reading.

**STEPHEN SHRADER**, LIOJ program developer, 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, 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 Kimura, 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 35-year history, it has evolved to meet new needs in language education. The following pages describe LIOJ programs for the 2003~04 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 35<sup>th</sup> Summer Workshop, making it one of the oldest ongoing teacher training conferences in Japan. More than 4,000 participants have attended LIOJ Workshops over the years.

We are looking forward to a great Workshop this year, and have already started making plans for next year's 36<sup>th</sup> Summer Workshop which will take place August 8~13, 2004, 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.

This year, we will host students from Fukagawa High School (Tokyo), Goryogadai High School (Hiratsuka), Hakusan High School (Tokyo), Jyonai High School (Odawara), Nagoya Otani High School (Nagoya), Roka High School (Tokyo), and Seiryō Junior & Senior High School (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: 2001~2004).

Currently, LIOJ provides ALT visits to three junior high schools in Hakone town: Myōjo Junior High School, Sengokuhara Junior High School, and Yumoto Junior High School. We also provide ALT visits to five elementary 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 1970, 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 two Business Communication Programs (May and 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, 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 EFL Education*

*Perspectives on Secondary School EFL Education (POSSEE)* is a lively collection of articles packed with information and ideas. *POSSEE* topics are relevant to junior and senior high school EFL teachers in Japan, as well as to the larger group of language educators worldwide.

The book features:

**J.D. Brown** reporting on test "washback" in "University Entrance Exams Their Effect on English Language Teaching in Japan";

**Kip Cates** discussing ideas for giving the EFL classroom an international dimension in "Strategies for Internationalizing Your English Classroom";

**John Fanselow** offering various tips and ideas on doing role plays in "Role Playing as a Contrivance";

**Colin Granger** introducing "grammar characters" as a fun and clever way to teach grammar in "Giving Grammar a Human Face";

**Barbara Hoskins** outlining a plan for creating a reading program for junior high school in "A Reading Compromise for Junior High English";

**Lance Knowles** offering advice to teachers who plan to use multimedia in the EFL classroom in "Preparing to Use Multimedia to Teach English";

**Alan Maley** detailing the advantages of "performing" rather than reading texts in "Making the Text Speak";

**Yoko Matsuka** giving tips to primary teachers in "English Education in Elementary Schools: Five Ideas for Teaching Communication";

**Sen Nishiyama** taking a humorous look at the pitfalls facing students who attempt to use slang in "English-Weeding Out the Bad from the Good";

**David Nunan** discussing aspects of listening comprehension in "Teaching Listening: Research and Practice."

In addition, a special "Focus on Asia" section in *POSSEE* features a discussion on EFL education by teachers in countries around the Asia-Pacific region, including Cambodia, China, Hong Kong, India, Indonesia, Korea, the Philippines, Thailand, and Vietnam. Contributors include **Chaleosri Pibulchol**, **Tran Van Phuoc**, and **Wai King Tsang**.

(*POSSEE* is a publication of the Language Institute of Japan.)

# Perspectives on Secondary School EFL Education



A publication in Commemoration  
of the 30<sup>th</sup> Anniversary of  
the Language Institute of Japan

Jim Kahny and Mark James, Editors  
Language Institute of Japan

A complete listing of *POSSEE* contents can be found at:

<http://www.geocities.com/lioj.geo/possee2.html>

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LIOJ -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](mailto:lioj@basil.ocn.ne.jp)

LIOJ Summer Workshop, August 2003

## **LIOJ Autumn Workshop for Teachers of Children**

This fall, LIOJ will host its first seminar designed especially for teachers of children. It will also be appropriate for university students majoring in education. The 1<sup>st</sup> LIOJ Autumn Workshop for Teachers of Children will be held November 2~3, 2003, and will be a two-day, one-night event right here at Asia Center Odawara.

With this program, we hope to help teachers in elementary schools who are looking for ideas for their English classes. The Workshop will be conducted by LIOJ's international faculty, and feature a variety of fun activity-based demonstrations, including sessions on pair and group work, story telling, Total Physical Response, lessons for special occasions, and exciting games and activities. Presentations will be conducted in a gentle and supportive English atmosphere, and participants will be able to learn through experience.

Please contact the LIOJ office if you are interested in this Workshop, if you have a friend or colleague who might be interested in attending, or if you have any questions.

### **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 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

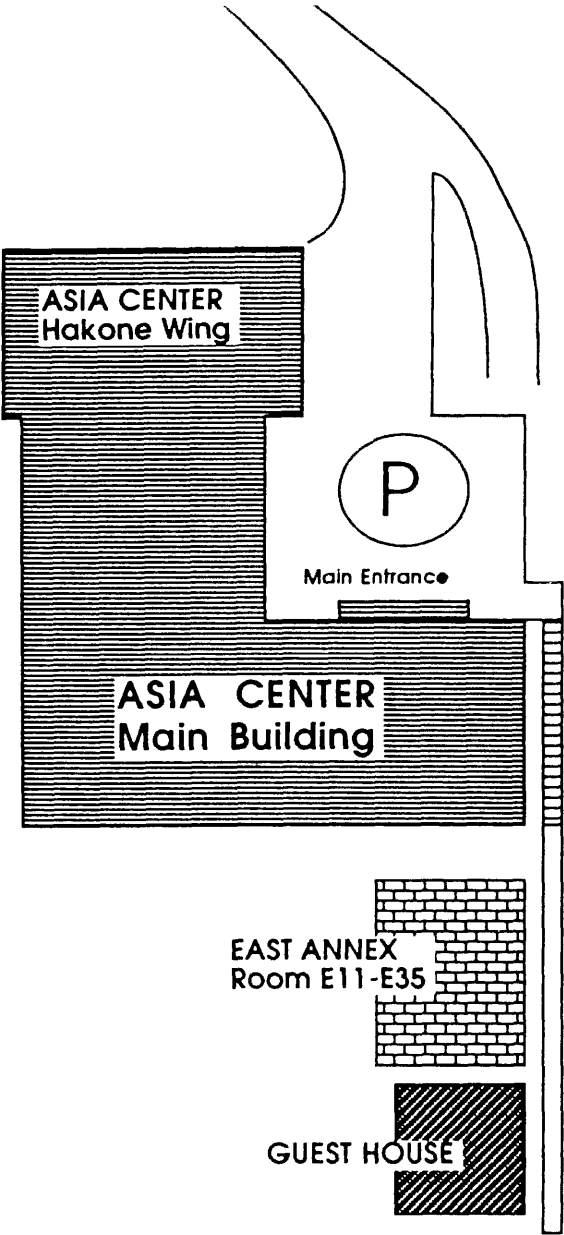
Tel: (0465) 23-1677

Fax: (0465) 23-1688

E-mail: [lioj@basil.ocn.ne.jp](mailto:lioj@basil.ocn.ne.jp)

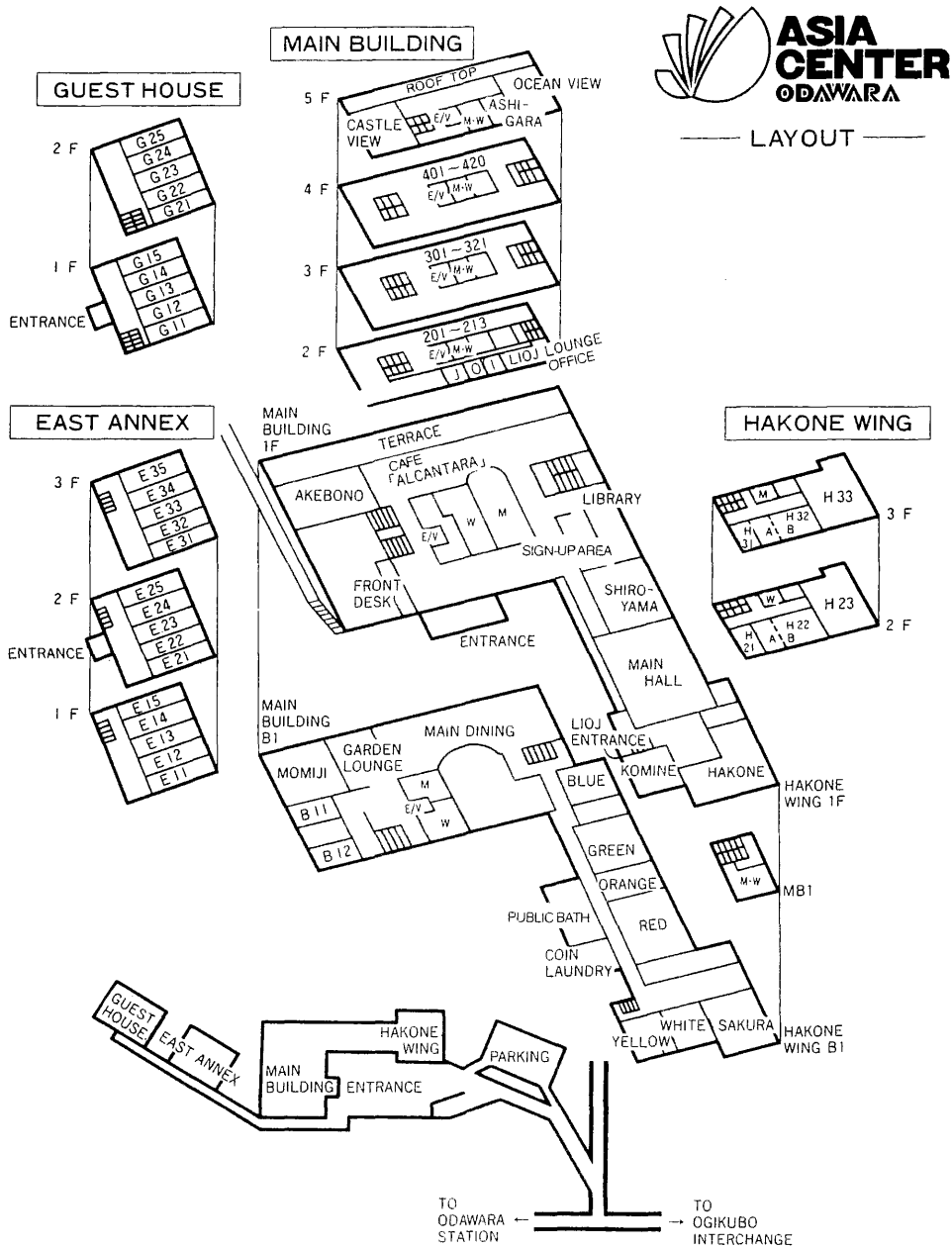
Or check out the LIOJ homepage at:

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





Asia Center Odawara: Location of Rooms



Notes:

We hope to see you next year!

**36<sup>th</sup> Annual**  
**International Summer Workshop**  
**for**  
**Teachers of English**  
**August 8 - 13, 2004**

