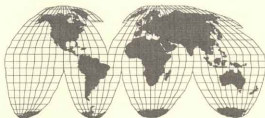


~ 34<sup>th</sup> Annual ~

**International Summer Workshop  
for  
Teachers of English**

**August 4 ~ 9, 2002**



LIOJ

LANGUAGE INSTITUTE OF JAPAN

ASIA CENTER ODAWARA  
Odawara, Kanagawa

# WELCOME!

## Message to Participants and Guests

It seems that every year is a milestone of some sort around LIOJ, and this year there are two big ones. The year 2002 marks the 50<sup>th</sup> anniversary of the MRA Foundation of Japan, the foundation that oversees LIOJ. This year is also the 40<sup>th</sup> anniversary of Asia Center Odawara. We extend our congratulations to the Foundation, and to Asia Center.

Over the years, MRA Japan has sponsored many educational activities. This Workshop is just one example of the Foundation's goal of bringing people from different countries together to learn from each other. Asia Center has been the friendly venue for many of the Foundation's activities. This summer, Asia Center hosted young people from various corners of the globe on their MRA-sponsored goodwill tour of Asia.

As the educational branch of the Foundation and a partner with Asia Center, LIOJ is doing its part to commemorate the two anniversaries. The Workshop is a cornerstone of our celebration: a week of language classes, teacher-training presentations, and other activities conducted in a residential, English-only environment.

Most importantly, the Workshop is a chance to make friends with people from Japan and other countries. All of us—Japanese participants, overseas guests, and LIOJ faculty—have much to learn from and share with each other.

We are thus happy to welcome participants from around Japan and guests from around the world to Odawara and to the 34<sup>th</sup> Annual LIOJ International Summer Workshop for Teachers of English! Thank you for coming in this very special year!

Enjoy the Workshop!

- LIOJ Faculty & Staff -

## ACKNOWLEDGMENTS

LIOJ would like to thank the following organizations for their generous support of the 34<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.

### **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.

### **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 FEELTA (Russia), Korea TESOL, MELTA (Malaysia), and Thailand TESOL.

### **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 language teacher training. We thank ETJ and its founder, David Paul.

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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)
6:00 - 7:00	- Dinner -
7:00 - 8:30	Presentations (M, T)

\* Sunday 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 6. 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.

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  
EFL Press  
E for Ju  
eigoTown.com  
The English Resource  
Independent Publishers International  
Macmillan LanguageHouse  
Mikasa Book Center  
Nellie's Group  
Oxford University Press  
Pearson Education Japan  
Scholastic  
School Book Service  
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 Burma, Canada, England, Ireland, Israel, Japan, Korea, Hungary, Malaysia, the Philippines, Russia, Scotland, Thailand, the United States, and the United Nations.

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 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 4 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 6:15 p.m. on Thursday, August 8. 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 9 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 which can be found in this handbook beginning on page 33.

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

11:00 ~ 12:00	Workshop Orientation • Kazumi Masuda LIOJ Office Manager	(Main Hall - 1F)
12:00 ~ 1:30	- Lunch -	(Main Dining - B1)
1:30 ~ 2:15	Opening Assembly  • Jim Kahny LIOJ Director  • 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>Which Approach? Which Methodology?</i> • Penny Ur Oranim School of Education, Haifa University	(Main Hall - 1F)
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 - 1F)

## SUNDAY PRESENTATIONS

2:15 ~ 3:00

Ur	<u>Opening Address</u> • <i>Which Approach? Which Methodology?</i>	Main Hall
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4:00 ~ 5:30

Graham Litwicki	• <i>Writing and Performing Jazz Chants</i> • <i>Grammar, Writing, and Fluency: Connections and Ideas for the Classroom</i>	Sakura Shiroyama
Maley Shrader Tan	• <i>Performing Texts</i> • <i>Zero English: Designing Courses for Beginners</i> • <i>English Language Education in Malaysia</i>	H23 H22 Oceanview



## MONDAY SCHEDULE AUGUST 5<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

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## MONDAY PRESENTATIONS

### 1:30 ~ 3:00

Cseh	• <i>Let's Explore Hungarian Culture Together</i>	Castleview
Graham	• <i>Grammarchants</i>	Sakura
Shrader	• <i>Second Language Acquisition (SLA): Connecting Theory and Practice</i>	H22
Ur	• <i>Motivation and Interest in Language Lessons</i>	H23
Varatiporn	• <i>The New Thai Education</i>	Shiroyama

### 4:30 ~ 6:00

Cates	• <i>Using Video to Bring the World into Your Classroom</i>	Sakura
Kahny	• <i>The Ultimate Language Board</i>	H22
Litwicki	• <i>Contexts and Meaning: Building Natural Vocabulary with Collocation</i>	Shiroyama
Somova	• <i>Teaching English through Story-making and Critical Thinking</i>	Oceanview
Ur	• <i>Time Use in Language Lessons</i>	H23

### 7:00 ~ 8:30

Cseh	• <i>Teaching Grammar by Pictures</i>	Castleview
Graham	• <i>Music and Movement in the Language Classroom</i>	Sakura
Ikemura	• <i>Effectively Overcoming Listening Difficulty</i>	H23
Litwicki	• <i>Gridwork for Authentic Reading without Frustration</i>	Shiroyama
Shrader	• <i>The Teacher "Trainer" Workshop</i>	H22

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

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

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## TUESDAY PRESENTATIONS

### 1:30 ~ 3:00

Bayley	• <i>Turn Your Readers into Bookworms</i>	H22
Bowie	• <i>Teacher's Grab-bag: Tricks o' the Trade</i>	Sakura
Gatton	• <i>English for Success in Junior High Schools</i>	H23
Graham-Marr	• <i>Keys to Listening: Illuminating the Language</i>	Castlevue
Takahashi & Imori	• <i>How to Motivate Your Most Reluctant Spellers and Grammar Learners</i>	Oceanview

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### 4:30 ~ 6:00

Glick	• <i>Addressing Relevance and Motivation</i>	Castlevue
Habbick	• <i>Hip Tips for Teaching Teenagers</i>	H23
Halligan & Palmer	• <i>Correcting Written English</i>	Sakura
Jamall	• <i>A Framework for Task Selection</i>	H22
Start	• <i>Assessment of Spoken English Ability—Not Using TOEIC</i>	Oceanview

### 7:00 ~ 8:30

Cseh	• <i>Beyond Grades: The Role of Extrinsic and Intrinsic Motivation in EFL</i>	Castlevue
Graham	• <i>Writing and Performing Jazz Chants</i>	Sakura
Habbick	• <i>Practical Activities for Today's Classroom</i>	H22
Suh	• <i>How I Teach High School EFL in Korea</i>	Oceanview
Ur	• <i>How Useful Are Grammar Rules and Grammar Practice for Foreign Language Learning?</i>	H23

## WEDNESDAY 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 ~ 6:00	Presentations	
6:00 ~ 7:00	- Dinner -	
7:00 ~ 9:30	International Night!	(Main Hall - 1F)

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## WEDNESDAY PRESENTATIONS

### 1:30 ~ 3:00

Kahny	• <i>Designing a Summer Camp for High School Students</i>	Sakura
Litwicki	• <i>Grammar, Writing, and Fluency: Connections and Ideas for the Classroom</i>	Shiroyama
Shrader	• <i>The ABC's of Learner Autonomy/Empowerment</i>	H22
Tan	• <i>Pre-reading Activities for Teaching Literature Texts</i>	Oceanview
Ur	• <i>Motivation and Interest in Language Lessons</i>	H23

### 4:30 ~ 6:00

Cseh	• <i>Exploring Ways of Using Music in the EFL Classroom</i>	Castlevew
Graham	• <i>Creating and Performing Poetry in the Classroom</i>	Sakura
Litwicki	• <i>Happy Accidents: From Life to Language Lesson in 30 Seconds</i>	Shiroyama
Ur	• <i>What Can We Learn from Research?</i>	H23
Yada	• <i>Choosing Topics for Debate and Discussion</i>	Oceanview

### 7:00 ~ 9:30

International Night!

Main Hall

## THURSDAY 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 ~ 4:30	- Open -
4:30 ~ 6:00	Presentations
6:15 ~	- Evening Out in Odawara -

## THURSDAY PRESENTATIONS

### 1:30 ~ 3:00

Graham	• <i>Storytelling in the Language Classroom</i>	Sakura
Shrader	• <i>Zero English: Designing Courses for Beginners</i>	H22
Somova	• <i>TEFL in Russia</i>	Oceanview
Ur	• <i>How Useful Are Grammar Rules and Grammar Practice for Foreign Language Learning?</i>	H23
Varatiporn	• <i>Using Songs to Build Up Students' Motivation and Develop Their Listening and Speaking Abilities</i>	Shiroyama

### 4:30 ~ 6:00

Cseh	• <i>Beyond Grades: The Role of Extrinsic and Intrinsic Motivation in EFL</i>	Castleview
Graham	• <i>Grammarchants</i>	Sakura
Ikemura	• <i>Effectively Overcoming Listening Difficulty</i>	H23
Litwicki	• <i>Japanese Students Abroad: Views from Teachers in the United States</i>	Shiroyama
Maley	• <i>Using Literature in the Classroom</i>	H22



## FRIDAY SCHEDULE AUGUST 9<sup>th</sup>

7:30 ~ 8:30	- Breakfast -	
9:00 ~ 12:00	Morning Classes	
12:00 ~ 1:30	- Lunch -	
1:30 ~ 3:00	Presentations	
3:00 ~ 4:00	- Open -	
4:00 ~ 4:30	Closing Ceremony	(Sakura - 1F)
4:30 ~ 5:30	Closing Address: <i>An Evening of American Popular Song</i> • Carolyn Graham New York University	(Sakura - 1F)
5:30 ~ 6:00	- Open -	
6:00 ~ 8:30	- Farewell Dinner -	(Café Alcantara - 1F)
8:00 / 8:30	[A shuttle bus will leave for Odawara Station at these times.]	

## FRIDAY PRESENTATIONS

### 1:30 ~ 3:00

Cseh	• <i>Teaching Grammar by Pictures</i>	Castleview
Litwicki	• <i>Gridwork for Authentic Reading without Frustration</i>	Shiroyama
Shrader	• <i>Second Language Acquisition (SLA): Connecting Theory and Practice</i>	H22
Suh	• <i>The Reform of High School English Curricula in Korea</i>	Oceanview
Ur	• <i>Time Use in Language Lessons</i>	H23
Yada	• <i>Choosing Topics for Debate and Discussion</i>	Sakura

### 4:30 ~ 5:30

Graham	• <i>An Evening of American Popular Song</i>	Sakura
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## GUEST PRESENTERS

Oliver Bayley  
Oxford University Press

Stuart Bowie  
Macmillan LanguageHouse

Kip Cates  
Tottori University

William Gatton  
DynEd Japan

Jonah Glick  
Pearson Education Japan

Carolyn Graham  
New York University

Alastair Graham-Marr  
Tokai University / ABAX

Mayuka Habbick  
E for Ju

**Scott Habbick**  
Oxford University Press

**Helen Halligan**  
The British Council Tokyo

**Kazue Imori**  
EFL Education

**Maurice Jamall**  
Seikei University / ABAX

**Mark Litwicki**  
Loyola University, Chicago

**Alan Maley**  
Assumption University, Bangkok

**Sheena Palmer**  
The British Council Tokyo

**Ron Start**  
eigoTown.com

**Kumiko Takahashi**  
EFL Education

**Penny Ur**  
Haifa University, Israel

# INTERNATIONAL SCHOLARS

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Kyoto Prefectural Suzaku High School

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Chai Whatt Tan

Seri Mahkota Secondary School, Malaysia  
(MELTA)

Varaporn Varatiporn

Winitsuksa School, Thailand  
(Thai TESOL)

Masayo Yada

Meiji Junior & Senior High School, Tokyo

## WORKSHOP GUESTS

Yumiko Akeba

Cambridge University Press

Doray Espinosa

Homei Elementary School

Craig Larsen

Nellie's Group

Mya Mya Win

Myanmar Association in Japan

Keisuke Nakayama

MRA Foundation / Asia Center Odawara

Bakho Nin

eigoTown.com

Keiko Niwano

Scholastic Japan

Masao Ono

School Book Service

Mark Rossiter

Thomson Learning

Masahide Shibusawa

MRA Foundation / Tokyo Jogakkan Schools for Women

Kazuo Suganuma

Mikasa Book Center

Atsuhiko Tada

Independent Publishers International

Betty Usui

Private English Tutor

Itsuko Yamada

EFL Press

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## LIOJ FACULTY & STAFF

Tracey Cook

Instructor

Gabriella Cseh

Instructor

Frances Devaney

Instructor

Jim Kahny

Director

Young Shin Kim

Instructor

Kazumi Masuda

Office Manager

Diane McCall

Instructor

Kazuko Mizukami

Office Staff Member



Yoshino Nakagawa  
Office Staff Member

Stephen Shrader  
Program Developer

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## 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.	Cook	• <i>Developing Your General English Skills (Level A)</i>	Castleview
B.	Devaney	• <i>Developing Your General English Skills (Level B)</i>	H22
C.	Cates	• <i>Teaching for World Citizenship through Multicultural Themework</i>	Sakura
D.	Kim	• <i>Hangungmal (the Korean Language): Reflecting on EFL Teaching by Learning a New Language</i>	Oceanview
E.	Maley	• <i>It's Only a Game...</i>	H23
F.	McCall	• <i>Communication in the Junior and Senior High School Classroom: An Ideas Pool</i>	Shiroyama

**A *DEVELOPING YOUR GENERAL ENGLISH SKILLS (LEVEL A)***

COOK, Tracey

Castlevieu

Have fun building your English skills while getting practical teaching ideas! The primary aim of this course is for participants to "brush up" on their speaking skills. Participants will work on improving their vocabulary, fluency, pronunciation, and listening through a variety of language activities. Discussions, role plays, videos, and pair and group projects are some of the activities we will take part in. Not only will participants improve their fluency, but they will also gain confidence in using English. In addition, we will have the opportunity in class to discuss how some of the activities can be adapted to suit a variety of EFL classroom situations. (This course is designed for levels 1 and 2.)

**B *DEVELOPING YOUR GENERAL ENGLISH SKILLS (LEVEL B)***

DEVANEY, Frances

H22

This class will provide participants with the tools necessary to enhance and develop their English language skills. We will be actively engaged in a wide range of interactive communicative activities with an emphasis on pair work and group work. Using a variety of creative materials, the class will focus on developing participants' English in all four skill areas. Although the improvement of participants' English will be the main objective, members of this class will also be encouraged to exchange and share teaching ideas and discuss how best to adapt the various activities to their own teaching situations. (This course is designed for levels 2 and 3.)

## **C *TEACHING FOR WORLD CITIZENSHIP THROUGH MULTICULTURAL THEMWORK***

CATES, Kip

Sakura

The English classroom can be more than just a place to practice language skills. It can also be an exciting "window to the world," where students learn about far-away peoples, foreign countries, and world cultures. This class will introduce participants to teaching ideas and techniques from the fields of global education, multicultural education, and education for international understanding. Together, we will explore a variety of methods and materials for creating content-based lessons on multicultural themes. Participants will learn how to design classroom lessons on international topics which can help students acquire "global literacy" and a sense of world citizenship as they improve their English skills. Come learn how to be a "global teacher" while experiencing activities which promote global awareness, international understanding and curiosity about our multicultural world! (This class is open to all levels.)

## **D *HANGUNGMAI (THE KOREAN LANGUAGE): REFLECTING ON EFL TEACHING BY LEARNING A NEW LANGUAGE***

KIM, Young Shin

Oceanview

The experience of learning a new language can assist you in understanding your students' position and needs, thus helping you come up with useful ideas and approaches for your own teaching. In this absolute beginner level Korean class, you will become a learner in a class taught solely in the target language, and gain basic speaking, listening, reading, and writing skills that will be helpful for getting around in Korea. By the end of the course, you will also be able to greet people and make small talk in Korean. You will also take part in various cultural activities, such as trying on a traditional costume, tasting Korean food, and singing a Korean folk song. Finally, this class will offer you the chance to reflect on the activities covered, and to share your opinions on how to adapt them for your own classroom. (This class is open to all English levels. Beginner level Korean only, please.)

## **E** *IT'S ONLY A GAME...*

MALEY, Alan

H23

Games are an effective way of introducing and practising a foreign language. They are "authentic" (because the game constructs its own internal reality). They are rule-governed (which helps to reduce the unpredictability of the language used). They foster repetition in a meaningful context. They are enjoyable and fun, and thus promote motivation among the students. In this morning class, participants shall play and discuss a wide variety of games which are suitable for use in English language classes. (This class is open to all levels.)

## **F** *COMMUNICATION IN THE JUNIOR AND SENIOR HIGH SCHOOL CLASSROOM: AN IDEAS POOL*

McCALL, Diane

Shiroyama

Are you constantly on the lookout for ways to stimulate and motivate large classes? How do you spark your students' interest in using English 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 student's perspective as you try out old favourite activities and new possibilities. The instructor of this class will present a range of activities. In addition, participants are asked to bring along *their* favourite activities to discuss, share, and develop with the other participants. Please, also, bring the text you are currently using at school. (This class is open to all levels.)

## PRESENTATION DESCRIPTIONS

(Listed in alphabetical order by presenter)

### ***TURN YOUR READERS INTO BOOKWORMS***

BAYLEY, Oliver

Offered: Tuesday

1:30

H22

Maximum: 25

What is a Bookworm? Answer: "One who seems to find his or her 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 receive a free copy of the Oxford University Press teacher's guide, *The How and the Why of Using Graded Readers*. (This presentation is sponsored by Oxford University Press.)

### ***TEACHER'S GRAB-BAG: TRICKS O' THE TRADE***

BOWIE, Stuart

Offered: Tuesday

1:30

Sakura

Maximum: 25

All teachers who have been in ELT for any length of time end up toting around in their head a well-filled grab bag stuffed with little pedagogic tricks and gimmicks. These are all the useful classroom insights, instincts, and reflexes that are usually transportable, in one form or another, to almost any teaching situation, almost anywhere. This workshop will demonstrate a variety of practical tips and offer teachers the opportunity to share theirs. All teachers should therefore come away with at least a few new tricks and gimmicks to try out on Monday morning. (This presentation is sponsored by Macmillan LanguageHouse.)

### ***USING VIDEO TO BRING THE WORLD INTO YOUR CLASSROOM***

CATES, Kip

Offered: Monday

4:30

Sakura

Maximum: 30

Internationalize your EFL classroom with innovative video activities which deal with world peoples, foreign cultures and global issues! Find out how video can stimulate your students' sense of world citizenship while developing their English language skills! This presentation will introduce a number of innovative videos from the field of global education which can be used to promote global awareness and international understanding in English language classes. Participants will experience and discuss a variety of EFL lessons designed around videos on international themes and discuss how global education videos can open up their classrooms to the world, its peoples and its problems.

### ***BEYOND GRADES: THE ROLE OF EXTRINSIC AND INTRINSIC MOTIVATION IN EFL***

CSEH, Gabriella

Offered: Tuesday

7:00

Castleview

Maximum: 20

Thursday

4:30

Castleview

Maximum: 20

What motivates your students the most? Can you motivate them with grades? Or can you find an inner source of motivation by using certain types of activities? If you have wondered about these questions, you will find this little trip into the field of psychology interesting. This presentation will show you how the findings of some psychological research can be used to increase students' motivation to learn English. During this session, you can share your personal experiences that relate to how you are motivated as a student of English. Let's also have fun trying some activities which can increase your students' motivation.

### ***EXPLORING WAYS OF USING MUSIC IN THE EFL CLASSROOM***

CSEH, Gabriella

Offered: Wednesday 4:30

Castleview

Maximum: 20

Music can be a useful tool when teaching English for several reasons: It is highly memorable as well as very motivating, to mention only two. If you often use music for listening comprehension, you might be searching for new ideas other than the gap-fill exercise, as well as looking for new ways or aims for using music and songs. This presentation will address these issues, and provide a deeper insight into the methodology of these activities. Participants will be encouraged to share their beliefs regarding the use of music, and discuss how they could adapt the presented ideas to their teaching environment.

### ***LET'S EXPLORE HUNGARIAN CULTURE TOGETHER***

CSEH, Gabriella

Offered: Monday 1:30

Castleview

Maximum: 20

What is the first thing that comes to your mind when you hear the word "Hungary"? The famous composer Ferenc Liszt, or perhaps the delicious "gulyas"? This session will introduce you to some less well-known aspects of Hungarian culture, and will also draw your attention to how much Japan has in common with this little country in the middle of Europe. I hope that you will leave this session with both an enriched awareness of Hungary, and with an assortment of fun ideas to add to your own teaching bag of tricks.



### **TEACHING GRAMMAR BY PICTURES**

CSEH, Gabriella

Offered: Monday	7:00	Castleview	Maximum: 20
Friday	1:30	Castleview	Maximum: 20

Would you like to make grammar practice more stimulating, creative and fun? Have you ever wondered about how many different ways you can use the same picture or how you can incorporate pictures into games? Pictures from newspapers and magazines are easily accessible resources, and busy teachers appreciate the fact that pictures are very versatile and can be re-used several times over for different teaching points. This presentation, with the help of the active involvement of the participants, will introduce ways of using pictures for practicing particular language areas. The presentation will also offer tips on how to choose appropriate pictures and adapt the activities for different levels.

### **ENGLISH FOR SUCCESS IN JUNIOR HIGH SCHOOLS**

GATTON, William

Offered: Tuesday	1:30	H23	Maximum: 25
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Junior high students are challenging. To successfully motivate them to excel in English, it is effective to challenge them creatively. *English for Success* is a new series for junior high school that combines content area studies with grammatical and situational English. The combination allows for studying in English basic math, social science, and science concepts. The intelligence of the student is complemented, the class has greater options for interest, and the teacher has more ways to teach the language than are presented in a standard English course. This presentation will review the lesson types in *English for Success* and show how they can work in your class. (This presentation is sponsored by DynEd Japan.)

### **ADDRESSING RELEVANCE AND MOTIVATION**

GLICK, Jonah

Offered: Tuesday

4:30

Castlevew

Maximum: 20

Motivation is crucial for successful learning. What techniques should we employ to encourage motivation and maximize learning? Two ways are: (a) to ensure learners talk about what interests them, and (b) to teach language for specific real-world functions. We can teach language to enable learners to accomplish specific functions that they perceive as relevant to their own lives, and we can encourage learners to think about the language and discover things for themselves. Bringing high-interest, real-world content into the classroom, presented at a level that learners can cope with, and woven into the lesson through clear, achievable and focused task-based activities, can enhance both learning and involvement. (This presentation is sponsored by Pearson Education Japan.)

### **CREATING AND PERFORMING POETRY IN THE CLASSROOM**

GRAHAM, Carolyn

Offered: Wednesday

4:30

Sakura

Maximum: 30

This workshop will focus on the use of poetry as a powerful tool in the language classroom. It will be divided into two parts. Part one will examine techniques for performing poetry in the classroom and will illustrate how to create an in-class performance piece by combining poetry and jazz. Students will be working with the language of a variety of modern American poets including William Carlos Williams and Jack Kerouac, and will be introduced to the English translations of poems from the Japanese by Kenneth Rexroth with a special focus on the work of Yosano Kitano. Part two will offer a series of "formula poems" which will enable students of all ages to create their own poems in class.

Closing Address

***AN EVENING OF AMERICAN POPULAR SONG***

GRAHAM, Carolyn

Offered: Friday                      4:30                      Sakura

The LIOJ Workshop will close with an evening of American popular music from the turn of the century to the sixties. Ms. Graham will teach you to sing a set of these folk songs that can be used in your classroom. We will also be looking at the melodies of traditional American music that can be adapted with new lyrics for our students. Ms. Graham will describe how to write lyrics for the language classroom and how to work with familiar melodies to create a new song.

***GRAMMARCHANTS***

GRAHAM, Carolyn

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

This workshop will illustrate the use of Jazz Chants to reinforce basic grammar, and will offer examples of how to create a chant which has a specific grammar focus. Participants will have an opportunity to see how a chant can be designed to show the formation and usage of a particular tense. Examples will be drawn from the instructor's own structure syllabus used in her classes at New York University and will include basic structures appropriate to a class of low-intermediate young adult learners. Special attention will be paid to question formation and the use of the short response in all tenses.

### **MUSIC AND MOVEMENT IN THE LANGUAGE CLASSROOM**

GRAHAM, Carolyn

Offered: Monday 7:00

Sakura

Maximum: 30

This workshop will focus on the use of songs and rhythm in the classroom, and will offer a variety of examples of lyrics created for language development and set to familiar melodies. Students will learn how to write lyrics for a particular melody such as *Frere Jacques*. The presenter will introduce songs which are designed to focus on a particular grammar point, such as simple present, third person *s*, simple past irregular verbs. We will also discuss the use of a keyboard, drum machine, and other rhythm instruments in the classroom and will illustrate how rhythmic clapping patterns can help develop the correct sound system of spoken American English.

### **STORYTELLING IN THE LANGUAGE CLASSROOM**

GRAHAM, Carolyn

Offered: Thursday 1:30

Sakura

Maximum: 30

This workshop will illustrate the use of stories in the classroom and will demonstrate how to create an in-class performance piece based on a simple story. The presenter will use examples from classic fairy tales, as well as her own original stories for young learners. She will also provide simple techniques which will allow the students to create their own stories. The presenter will illustrate her talk with stories told by her students at New York University and Harvard. (Participants in this workshop are asked to bring a personal item that holds a story [e.g., a photograph, an old letter, a small piece of jewelry] to make this session more interesting and personal.)

### **WRITING AND PERFORMING JAZZ CHANTS**

GRAHAM, Carolyn

Offered: Sunday	4:00	Sakura	Maximum: 25
Tuesday	7:00	Sakura	Maximum: 25

In this workshop, participants will explore the use of Jazz Chants to reinforce grammar, improve the sound system, work on the stress and intonation pattern of spoken American English, and acquire the language of everyday activities appropriate to the age and interests of the class. Participants will be offered a step-by-step formula for creating a Jazz Chant and will practice simple techniques for creating and presenting Jazz Chants in the classroom. Participants will also learn how to use simple clapping and stamping patterns to help students feel the basic jazz rhythm and apply that rhythm to the spoken language.

### **KEYS TO LISTENING: ILLUMINATING THE LANGUAGE**

GRAHAM-MARR, Alastair

Offered: Tuesday	1:30	Castlevue	Maximum: 20
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To effectively teach listening, teachers need to focus on both the "bottom up" decoding skills and the "top down" predictive skills. To teach the bottom-up decoding skills we need to give students an understanding and working knowledge of natural, connected speech: its elisions and liaisons, its weak forms and reductions. Additionally, students need to be encouraged to use background and situational information to help with them make more accurate predictions about coming discourse in a given situation. Listening targets then need to be reinforced through language practice. This presentation seeks to explore how these points can be incorporated into our language classrooms. (This presentation is sponsored by ABAX, Ltd.)

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

HABBICK, Mayuka

Offered: Tuesday

7:00

H22

Maximum: 25

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 E for Ju.)

### ***HIP TIPS FOR TEACHING TEENAGERS***

HABBICK, Scott

Offered: Tuesday

4:30

H23

Maximum: 25

Junior and senior high school students present teachers with numerous challenges, because a typical class will be composed of learners of different levels of ability, motivation, and maturity. In this active, hands-on workshop, the presenter will give tips and ideas on classroom management and lesson planning for teenage students. Participants will leave the presentation with a set of practical ideas and activities that can be put to immediate use in the classroom. (This presentation is sponsored by Oxford University Press.)

### ***CORRECTING WRITTEN ENGLISH***

HALLIGAN, Helen & PALMER, Sheena

Offered: Tuesday

4:30

Sakura

Maximum: 25

This workshop will explore ways of responding to student writing. We will look at different aspects of text that teachers can respond to—for example content and organisation, as well as grammar and vocabulary—in order to improve writing skills. We will also reflect on what kind of response is effective according to the writing task and audience. Participants will be asked to consider different ways of marking—using correction codes, providing model answers, reacting to content and making constructive comments on various aspects of the writing. Participants will be asked to evaluate some student writing and respond appropriately. (This presentation is sponsored by The British Council Tokyo.)

### ***EFFECTIVELY OVERCOMING LISTENING DIFFICULTY***

IKEMURA, Daiichiro

Offered: Monday

7:00

H23

Maximum: 25

Thursday

4:30

H23

Maximum: 25

In teaching listening, presenting key words and their spelling is regarded as highly effective. Visually previewing words might assist auditory recognition because it gives clues as to what will be heard. A recent study, though, suggests that mismatches between learners' mental phonological representations of the words and the actual sounds of the words can create listening difficulties. A more effective way to make learners become capable of recognizing words only through auditory input (without visual clues) should be considered, for example, exploiting meaningful contexts which can cancel out difficulties. This presentation will demonstrate a few small steps in the process of teaching listening, aiming both at overcoming sound difficulty and understanding content.

### ***A FRAMEWORK FOR TASK SELECTION***

JAMALL, Maurice

Offered: Tuesday

4:30

H22

Maximum: 25

The use of communicative tasks to develop oral competence is an everyday occurrence in most classrooms. The appropriate selection of communicative activities is therefore essential to successful lesson planning and execution. While frameworks exist providing rationales and support for implementation of task-based learning programmes, there is little or no framing for tasks on a lesson-by-lesson basis. This presentation provides a basis for task selection at the micro, "course-in-progress" level focussing on assumptions teachers make when selecting or discarding communicative activities for individual classrooms. Three keys areas are illustrated and exemplified: Schematic, Systemic, and Interpersonal Assumptions. Additional factors such as task adaptability and flexibility and task threat are also discussed. There will be a fair amount of hands-on participation. [This presentation is sponsored by ABAX, Ltd.]

### ***DESIGNING A SUMMER CAMP FOR HIGH SCHOOL STUDENTS***

KAHNY, Jim

Offered: Wednesday

1:30

Sakura

Maximum: 25

For more than a decade, LIOJ has been designing and running short, activity-based courses for high school students here at Asia Center Odawara. The courses are conducted for large groups of high school students, who usually attend together with their classmates. In this presentation, we will discuss some of the points taken into consideration when we plan a high school "camp" at LIOJ. In addition, participants will have a chance to sample some of the activities that have been popular with students over the years, and view some video excerpts of course activities.



### ***THE ULTIMATE LANGUAGE BOARD***

KAHNY, Jim

Offered: Monday

4:30

H22

Maximum: 25

If your students enjoy learning English through playing board games, and if you think that using board games can be a fun but effective way for your class to practice language, you may be interested in this workshop. Participants will break into groups according to the level of students they teach, and then work together to create simple rules to practice various language points using a game board. We will share our ideas, the presenter will add a few, and by the end of the session, participants should have a collection of activities to use in their September lessons.

### ***CONTEXTS AND MEANING: BUILDING NATURAL VOCABULARY WITH COLLOCATION***

LITWICKI, Mark

Offered: Monday

4:30

Shiroyama

Maximum: 25

Why is it so difficult to transfer passive vocabulary into natural, active language? Corpus research (computer-assisted analysis of massive samples of authentic language) suggests that many vocabulary items appear consistently in particular combinations, and that they get much of their meaning from these combinations, called collocations. This research has significant implications for language learning, suggesting a greater focus on contexts and a better understanding of the value of extensive reading. After an introduction to the concepts, participants will analyze short written texts to identify examples of collocation, and talk about teaching applications. Sample classroom activities will be presented.

### **GRAMMAR, WRITING, AND FLUENCY: CONNECTIONS AND IDEAS FOR THE CLASSROOM**

LITWICKI, Mark

Offered: Sunday	4:00	Shiroyama	Maximum: 25
Wednesday	1:30	Shiroyama	Maximum: 25

Some people see this as a chicken-egg question: Which comes first, good grammar or good writing? In fact, the two are closely interconnected, and a conscious effort to develop skills in both areas simultaneously can help language learners make faster progress. Targeted writing tasks—based on a grammatical syllabus—can elicit student writing samples which provide a valuable snapshot of the individual language profile (the learner's fluency level and specific strengths/weaknesses). Both the teacher and the student can learn to use this information to develop communication ability with linguistic accuracy. Participants will review a model curriculum sequence and activities, and then work together to analyze writing samples and discuss outcomes.

### **GRIDWORK FOR AUTHENTIC READING WITHOUT FRUSTRATION**

LITWICKI, Mark

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

To maximize language learning, teachers must present material in ways that minimize frustration. This is especially important with reading. In many reading selections, the content can be organized into simple grids or tables according to the logical relationships between ideas. Teachers can use these grids to help students focus on specific communication tasks which are level-appropriate. After an introduction and examples, participants will create grid activities based on reading excerpts, try them out on each other, and then discuss successes and failures. (We will even try this technique with readings from Ministry of Education texts!) Finally, further applications of the technique—in authentic listening, for example—will be discussed.

***HAPPY ACCIDENTS: FROM LIFE TO LANGUAGE LESSON IN 30 SECONDS***

LITWICKI, Mark

Offered: Wednesday 4:30

Shiroyama

Maximum: 25

Sometimes the most memorable language learning experiences are those which come up unexpectedly—and usually far from a classroom. What can we learn from these experiences? How can teachers use this knowledge to their advantage in the classroom? In this session, participants will consider what makes things stand out in memory, plus what makes an effective language "lesson." Further discussion will focus on how to apply this knowledge to anything from current events to spontaneous classroom occurrences. Specific techniques and activities for on-the-spot lesson creation will be presented.

***JAPANESE STUDENTS ABROAD: VIEWS FROM TEACHERS IN THE UNITED STATES***

LITWICKI, Mark

Offered: Thursday 4:30

Shiroyama

Maximum: 25

According to the Japanese Ministry of Justice, nearly 200,000 Japanese students studied abroad last year, and the largest portion of them went to the United States. How are they doing? In this presentation, participants will be asked to share their knowledge of former students who studied abroad (or their own experiences studying abroad). The presenter will report on a preliminary survey of English teachers in the United States, who were asked for their impressions and opinions of Japanese students in their classes. How are the students coping? Has there been any change over the last decade? What characteristics do successful students have? What recommendations can they offer?

### ***PERFORMING TEXTS***

MALEY, Alan

Offered: Sunday                      4:00                      H23                      Maximum: 30

Choral speaking is somewhat unfashionable these days. However, if we regard texts as something to perform creatively, choral speaking takes on a new dimension. In this workshop, we shall look at the advantages and possible disadvantages of speaking texts aloud. We shall then work on a number of short texts so that we can perform them for each other at the end of the session.

### ***USING LITERATURE IN THE LANGUAGE CLASSROOM***

MALEY, Alan

Offered: Thursday                      4:30                      H22                      Maximum: 25

Literary texts offer a rich resource for language teaching. They deal with themes which can touch the personal experience of the students. They can give insights into other cultures. The language they use is often highly memorable. Above all, unlike many course book texts, they are not trivial. In this workshop, we shall explore together some short texts and some simple techniques for using them in class.

### ***THE ABCs OF LEARNER AUTONOMY/EMPOWERMENT***

SHRADER, Stephen

Offered: Wednesday 1:30

H22

Maximum: 25

Do you want to increase your students' motivation and participation? One effective way of addressing this issue is to look at education with an eye on how we can help students become independent from teachers. How can we set the learner free? In this session, the presenter will share one way of thinking about learner autonomy and empowerment. We will then look at how the theory is translated into action in the classroom. Participants will also be invited to share their experiences and concerns with learner autonomy, and have a chance to connect the ideas in the presentation with the work they actually do as a language teacher.

### ***SECOND LANGUAGE ACQUISITION (SLA): CONNECTING THEORY AND PRACTICE***

SHRADER, Stephen

Offered: Monday 1:30

H22

Maximum: 25

Friday 1:30

H22

Maximum: 25

Do people learn language by copying a model, or is there another process going on? What effect does age have on language acquisition? Is younger really better for learning a new language? What do you believe about language acquisition? Any principled approach to language teaching has underlying assumptions about the nature of language acquisition, and how these assumptions affect teaching. This session will introduce some of the basic research and theories regarding language acquisition, as well as how these theories have influenced trends in language education. Together we will look at how we can put our beliefs and SLA research into action to make our teaching more effective.

### ***THE TEACHER "TRAINER" WORKSHOP***

SHRADER, Stephen

Offered: Monday 7:00

H22

Maximum: 25

Does part of your job involve training teachers or doing professional presentations? Have you ever faced the stressful situation of being "volunteered" by your board of education to share your ideas regarding team teaching with your teaching peers? This session will be concerned with two questions: How do teachers learn about teaching, and what are the implications for teacher trainers? Are you interested in learning about how professionals learn? If you want a basic background on how professional education can be structured, this workshop is for you. We will examine two models of teacher education, and how training sessions based on these models are shaped.

### ***ZERO ENGLISH: DESIGNING COURSES FOR BEGINNERS***

SHRADER, Stephen

Offered: Sunday 4:00

H22

Maximum: 25

Thursday 1:30

H22

Maximum: 25

Designing language courses for beginners poses a special set of problems. This session will be of interest to anyone who teaches beginners in a language, but will focus on learners from junior high school to adults. We will discuss the factors we think about when designing our courses, as well as the problems that beginners face. We will talk about what is meant by the term "beginner," and then attention will be given to the different problems of beginners at the junior high, senior high, and adult ages. We will also examine the structure and considerations behind beginning courses designed for these age groups.

## ***TEACHING ENGLISH THROUGH STORY-MAKING AND CRITICAL THINKING***

SOMOVA, Natalia

Offered: Monday

4:30

Oceanview

Maximum: 20

During this session, the presenter will demonstrate the "tactile contact" method. This will be an interactive presentation in which participants will be involved in the process of making a story. We will finger-paint, sculpt, share ideas, and act them out, because the best way to understand the method is to experience it oneself. It is an unusual method because it gives learners access to such channels of learning a foreign language as memorizing through tactile contact, body movement, color and shape. Participants will have an opportunity to see work produced by Russian students, such as pictures and sculptures they did in a lesson.

## ***TEFL IN RUSSIA***

SOMOVA, Natalia

Offered: Thursday

1:30

Oceanview

Maximum: 20

In this presentation, participants will learn about the education system in Russia and about English language teaching at schools in the Far East. They will be introduced to different activities that Russian teachers use in EFL lessons, which have proved to be highly motivating. We will compare the English language teaching in our schools today to that of 10 years ago, as it has changed tremendously. During the presentation, I will show videos of my town, my school, my out-of-class activities, and my English lessons. Teachers will have a chance to see my students involved in activities, such as creating posters and self-made books with tasks and pictures. I hope everyone will gain a better understanding of my country.

### **ASSESSMENT OF SPOKEN ENGLISH ABILITY–NOT USING TOEIC**

START, Ron

Offered: Tuesday

4:30

Oceanview

Maximum: 20

With spoken English skills key to global communication and academic growth, how can teachers know if students are really improving their English? The presenter will compare the practical value of two direct speaking tests with an indirect test of reading or vocabulary predicting spoken communication skills. He will emphasize how new technologies use speech recognition and computational linguistics to provide spoken language testing on demand, giving learners autonomy while remaining aligned with academic goals. (This presentation is sponsored by eigoTown.com.)

### **HOW I TEACH HIGH SCHOOL EFL IN KOREA**

SUH, Oo-sheek

Offered: Tuesday

7:00

Oceanview

Maximum: 20

High school students' communicative competence is low in Korea because their teachers' competence is low. Also, traditional teachers still base their methods on grammar and translation skills. In spite of these problems, my school endeavors to make students listen, read, write, and speak better in English. We have come up with several solutions, including separating students in classes by English level, running English-only classes once a week, and focusing on all four skills. During this session, I will show a video of my class and explain the benefits of the activities I typically use. Finally, we will look at the best and the worst aspects of the English teaching situation in Korea.



### ***THE REFORM OF HIGH SCHOOL ENGLISH CURRICULA IN KOREA***

SUH, Oo-sheek

Offered: Friday

1:30

Oceanview

Maximum: 20

This presentation will look at how the EFL curriculum has changed over time, and how the recent reform has affected day-to-day English classes in high schools in Korea. Over the past decade, the Korean Ministry of Education (KMOE) has aimed to design the most effective nationwide English curriculum. Before 1992, the grammar translation method was emphasized, and secondary schools focused on English grammar and translation skills at the expense of communicative competence. The current curriculum, set forth in 1997, guides English teachers to focus on developing receptive and productive skills, and to equally evaluate and target the four skills.

### ***HOW TO MOTIVATE YOUR MOST RELUCTANT SPELLERS AND GRAMMAR LEARNERS***

TAKAHASHI, Kumiko & IMORI, Kazuo

Offered: Tuesday

1:30

Oceanview

Maximum: 20

Do your junior high school students enjoy learning grammar? Do they have difficulties when they spell words? A sound knowledge of grammar helps students avoid speaking and writing broken English. When our students have trouble applying grammar skills in their own conversation or in their writing, we need to offer them some solutions. We can help them reinforce grammar basics and increase their word power with motivating activities that target a specific grammar skill. This presentation will show you how to motivate even your most reluctant spellers and grammar learners with creative and fun games and activities. (This presentation is sponsored by Scholastic.)

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

TAN, Chai Whatt

Offered: Sunday

4:00

Oceanview

Maximum: 20

In this session, the presenter will discuss the history and development of English language education in Malaysia, from colonial times until the present. The presentation will also highlight current issues and future changes in the development and implementation of the English language education, in line with the recent changes in education such as the "SMART School" concept, IT-based learning and the revamped secondary school syllabus.

3

### **PRE-READING ACTIVITIES FOR TEACHING LITERATURE TEXTS**

TAN, Chai Whatt

Offered: Wednesday

1:30

Oceanview

Maximum: 20

The aim of pre-reading activities is to encourage interest and enthusiasm in the students about literature texts; to focus and draw their attention to the direction and ideas about the text. Many of these activities are drawn from the Malaysian Class Readers and Literature Component Programmes, pre-reading module and practical activities tried out by the presenter. This is a practical teacher training workshop: Sample activities will be demonstrated, and worksheets will be filled out by the participants. The handout will contain many worksheets, ideas, and activities for the teachers to take back to school. This workshop is for teachers who would like to liven up their teaching of literature.

### ***HOW USEFUL ARE GRAMMAR RULES AND GRAMMAR PRACTICE FOR FOREIGN LANGUAGE LEARNING?***

UR, Penny

Offered: Tuesday	7:00	H23	Maximum: 25
Thursday	1:30	H23	Maximum: 25

A common phenomenon noticed by teachers is that even after learning rules and practising their use, learners still continue making grammatical errors in their own free speech and writing. In other words, there seems to be a gap between accuracy and fluency: many learners cannot transfer and implement their conscious "monitored" knowledge of grammatical rules when they are engaged in free communication. This phenomenon has led methodologists to a variety of conclusions as to the usefulness/uselessness of rules and grammar practice within a broadly communicative methodology. In this talk, I will briefly survey these various approaches, and then suggest a practical model which addresses this problem.

### ***MOVITATION AND INTEREST IN LANGUAGE LESSONS***

UR, Penny

Offered: Monday	1:30	H23	Maximum: 25
Wednesday	1:30	H23	Maximum: 25

Motivation is a crucial aspect of success in language learning; but many factors which contribute to motivation—the learner's own personal desire, or lack of desire, to know English, for example—are relatively inaccessible to teacher influence. In this workshop, we shall discuss one aspect that IS accessible to us, in every lesson: the design of classroom activities. We shall look at some interesting and boring classroom activities and share personal experiences as teachers and learners. Through discussion of these we shall aim to define some practical theories about what factors contribute to the maintenance of learner interest in classroom procedures.

### **TIME USE IN LANGUAGE LESSONS**

UR, Penny

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

As teachers, we have various resources at our disposal: ourselves and our own teaching skills; the learners themselves; textbooks and learning materials; other facilities such as computers or video; lesson time. Of all of these, the most flexible and the most easily used—or abused—for learning is lesson time. Time is also the resource that has been least discussed in education literature. In this talk, I will discuss some common ways classroom time is wasted, and suggest practical guidelines for optimizing use of lesson hours for teaching/learning.

### **WHAT CAN WE LEARN FROM RESEARCH?**

UR, Penny

Offered: Wednesday	4:30	H23	Maximum: 30
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In this talk I shall present a selection of issues connected with the teaching of English as a foreign language which have been the subject of discussion and research in recent years. These include: the optimal age of beginning to learn English in schools; the place of error correction; vocabulary acquisition; English as an international language; the use of the mother tongue in the classroom. The presentation of findings and opinions of different methodologists will be followed by a general discussion with the audience, in the course of which we shall try to reach some generalised and practical conclusions for classroom teaching.

Opening Address

***WHICH APPROACH? WHICH METHODOLOGY?***

UR, Penny

Offered: Sunday

2:15

Main Hall

This talk will first take a look at some of the main approaches and methodologies which have been popular during the second half of the twentieth century. It will then proceed to discuss future developments in the field. I will suggest that the concept of "methodology" itself may not be such a useful construct as has been assumed in the past. Perhaps we should be looking for a principled but more flexible basis on which to build a model of effective and efficient language teaching.

***USING SONGS TO BUILD UP STUDENTS' MOTIVATION AND DEVELOP THEIR LISTENING AND SPEAKING ABILITIES***

VARATIPORN, Varaporn

Offered: Thursday

1:30

Shiroyama

Maximum: 25

Using songs can be useful for increasing students' motivation to learn English, and for developing their listening and speaking abilities. Music is highly memorable. It creates a state of relaxed receptivity. It is highly motivating for children, adolescents, and young adult learners. In this session, the presenter will demonstrate songs and activities that can be used in class. This will be a fun session, which requires participation. In order to do this, you are requested to become a young kid again, so be prepared to sing and get involved.

### **THE NEW THAI EDUCATION**

VARATIPORN, Varaporn

Offered: Monday 1:30

Shiroyama

Maximum: 25

According to the New Thai Education, it is imperative that Thai students use modern technological tools that will help them develop their skills of interacting with one another. Learning through memorization is robotic and similar to speaking to a brick wall. Learning through speaking, reading, writing, and interaction with a teacher and technological innovations brings all the senses of the students to the forefront. Thai people will need to be much more efficient in their English communicative skills as societies develop the need for more spoken communication, especially from a global perspective. In this talk, the presenter will introduce the learning materials that are directly usable with students in the classroom.

### **CHOOSING TOPICS FOR DEBATE AND DISCUSSION**

YADA, Masayo

Offered: Wednesday 4:30

Oceanview

Maximum: 20

Friday 1:30

Sakura

Maximum: 25

How do we choose topics to motivate our students to talk in English? Is it too difficult for high school students to express their ideas and thoughts? This presentation will focus on teaching debate and discussion, and especially on ways of choosing topics and content that motivate high school students to talk in English. Teachers are often required to set up a syllabus without much information. Topics that will be of interest to students will vary depending on the group, so clues on how to select topics will be introduced. Participants will be asked to discuss in groups and share their ideas and experiences.

## BIOGRAPHIES: GUEST PRESENTERS & INTERNATIONAL SCHOLARS

**OLIVER BAYLEY** is a trained former secondary school teacher with extensive teaching and teacher training experience. An avid reader and "bookworm" himself, he is known across Japan for his lively and informative presentations. Currently, he is ELT sales manager for Oxford University Press Japan.

**STUART BOWIE** has been living and working in the ELT field in Japan for more than 10 years. As a teacher, he had the opportunity to teach students of all ages and levels, as well as use an enormous variety of teaching materials. As a culture school assistant director, he had many opportunities to do teacher training. He is currently the ELT assistant manager for the publisher Macmillan LanguageHouse.

**KIP CATES** has a B.A. in modern languages from the University of BC, Canada, and an M.A. in applied linguistics from Reading University, England. He coordinates JALT's "Global Issues" Special Interest Group and edits its newsletter. He teaches English at Tottori University and courses in global education for the MA-in-TESOL program of Teachers College, Columbia University, Tokyo. He has worked, lived, or traveled in over 40 countries and speaks nine languages.

**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.

**JONAH GLICK** has been involved in ELT as a teacher, teacher-trainer, and as a marketing representative for Longman for over six years. He is currently a marketing executive for Longman in their Tokyo office. His educational background includes a Master's degree in East Asian studies, for which he wrote a thesis on Kyogen.

**CAROLYN GRAHAM** was a Master teacher of English as a second language for 25 years at New York University where she developed the concept of Jazz Chanting. She also was a teaching fellow for nine summers at the American Language Center of Harvard University. She is now teaching workshops in the NYU School of Education and Teachers College, Columbia University, New York and Tokyo.<sup>2</sup> She is an Oxford author and a musician.

**ALASTAIR GRAHAM-MARR** has his Masters degree in applied linguistics. He has been teaching in Japan for twelve years, and currently is a full-time staff member at Tokai University. He has given presentations and done teacher training in the US, the UK, Japan, Korea, Thailand and Brazil. In addition to his teaching, he works as an editor for ABAX Ltd., a specialty ELT publisher.

**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.

**SCOTT HABBICK** is a senior ELT consultant for Oxford University Press and a long time resident of Japan. He is an experienced teacher and teacher trainer, and is well known across Japan for his lively and informative presentations. He and his wife live in Kanagawa prefecture where they hone their teaching and motivational skills by raising their five children.



**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 before 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 has just completed an MA in teaching English to young learners.

**DAIICHIRO IKEMURA** teaches at Kyoto Prefectural Suzaku High School. He graduated from Kyoto University of Education, and received his M.A. in language pedagogy from Himeji Dokkyo University. He is working toward a Ph.D at the Graduate School of Human Informatics, Nagoya University. His research interests are teaching listening and language information processing, including auditory and visual word recognition.

**KAZUE IMORI** is vice president of EFL Education. She graduated from Sophia Junior College. She works for a teacher training company and has given training workshops around the country for more than 15 years. She has extensive experience training educators and writing teaching materials. Currently, she gives presentations as a Scholastic educational consultant, offering ideas on how to use Scholastic children's books.

**MAURICE JAMALL** is an associate professor in the Department of English and American Literature at Seikei University, Tokyo. He has been teaching since the late 1980s, and is an established teacher trainer and materials writer. He is the author of *Freestanding, Business Listening & Speaking* (with Bruce Wade), and series editor of *Top-Up Listening*, published by ABAX Press Ltd.

**MARK LITWICKI** is director of the English as a Second Language Department at Loyola University, Chicago. He has taught English and conducted teacher training in Japan, Mexico, Colombia, and the United States. Since 1999, he has been working with English teachers in Havana, Cuba. He is currently a Ph.D. candidate in Education Policy Studies at Loyola, with a research focus on language community contexts and bilingualism in higher education.

**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*.

**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).

**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 as in programs in the US and Indonesia. He has been a visiting scholar in the UK and the US, and published numerous articles. He currently serves as director-CEO of Tokyo Jogakkan Schools for Women.

**NATALIA SOMOVA** graduated from the Blagoveshchensk Pedagogical Institute in 1981, and has been working as a teacher of English language since then. For seven years, she was the assistant principal of a secondary school. Now she teaches students of different ages, from 8 to 17 at Blagoveshchensk Secondary Comprehensive School #5. She is representing the Far Eastern English Language Teaching Association at the Workshop.

**RON START** is sales and marketing manager of ELTNews.com. His background is in sales and marketing. The parent company of ELTNews.com is eigoTown.com, which aims to provide a wide range of solutions combining the Internet and multimedia technology with English education to meet both learners' and teachers' needs.

**OO-SHEEK SUH** has been teaching English for three years at Nonsan Daegeon High School and Middle School in Nonsan, South Korea. He received his MA in English language and literature from Korea University. He wrote his thesis on *The Great Gatsby*. He is an active member of Korea TESOL's Daegeon Chapter, and is the organization's representative at the Workshop this year.

**KUMIKO TAKAHASHI** is president of EFL Education, a training and consulting institute for English teaching. She graduated from Kitakyushu University with a major in American English. She previously was executive manager of a teacher training company, and has extensive experience training educators and writing teaching materials. EFL Education serves as the educational consultant in Japan to Scholastic Inc., the leading publisher of children's educational books worldwide.

**CHAI WHATT TAN** is the head of department of English in a secondary school. He graduated from the Science University of Malaysia. He also writes school workbooks and teaching modules, and is a teacher trainer and a member of the resource personnel for the State Education Office. He has taught in primary schools and has extensive experience teaching in the rural environment. He was recently awarded the Melaka State Teacher's Day "Innovative Teacher" Award.

**PENNY UR** was educated at Oxford (MA), Cambridge (PGCE), and Reading (MATEFL). She has 30 years' experience as an English teacher in primary and secondary schools in Israel. She teaches ELT courses at Oranim School of Education, Haifa University. Her books include *Discussions that Work* (1981), *Grammar Practice Activities* (1988), and *A Course in Language Teaching* (1996). She is also editor of the Cambridge Handbooks for Language Teachers series.

**VARAPORN VARATIPORN** received her MA in TEFL from Srinakharinwirot University, Bangkok, in 2000. She teaches English and science in the English Bilingual Programme at Winituksa School in Lopburi, where she has taught for six years. She is a mother of two boys, ages seven and five. She is representing Thailand TESOL at the Workshop, and was a presenter at this year's Thailand TESOL Conference.

**MASAYO YADA** teaches English at Meiji University Meiji Junior and Senior High School in Ochanomizu, Tokyo. She holds a B.A. from Tokyo University of Foreign Studies, and recently obtained her M.A. in TESOL from Teachers College, Columbia University. She is particularly interested in teaching speaking for high school students, especially discussion and debate skills.

## BIOGRAPHIES: WORKSHOP GUESTS

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

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

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

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

**BAKHO NIN** is a sales and marketing representative for EigoTown.com in Tokyo. He will join the Workshop on Tuesday.

**KEIKO NIWANŌ** is a representative for Scholastic, Inc. in Saitama. She will join the Workshop on Tuesday.

**MASAO ONO** is a sales/marketing manager for the School Book Service Co., Ltd. He will join the Workshop on Tuesday.

**MARK ROSSITER** is an ELT consultant for Thomson Learning in Tokyo. He 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.

**ATSUHIKO TADA** is an ELT consultant for Independent Publishers International in Tokyo. He will join the Workshop on Tuesday.

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

**ITSUKO YAMADA** is a manager for EFL Press in Saitama. She will join the Workshop on Tuesday.

## BIOGRAPHIES: LIOJ FACULTY & STAFF

**TRACEY COOK**, LIOJ instructor, is from Glasgow, Scotland. She has a PGCE in English and history from Saint Andrew's College of Education, and an M.A. Honours in history from the University of Glasgow. She taught high school English for a year in Scotland, for three years in Saitama, and for several months in Turkey before joining the teaching staff at LIOJ.

**GABRIELLA CSEH**, LIOJ instructor, is from Budapest, Hungary. She received a B.A. in TEFL from Eotvos University, Budapest, and she is in the process of getting her M.A. in English literature and linguistics. She completed a course on teaching English for banking and finance at the Pedagogical Institute of Budapest. Before coming to LIOJ she taught ESL in Hungary for eight years.

**FRANCES DEVANEY**, LIOJ instructor, is from Longford, Ireland. She has an M.A. in international relations from Dublin City University; a B.A. in humanities from St. Patrick's College of Education, Dublin; a Higher Diploma in education from Trinity College, University of Dublin; and a RELSA Certificate in English language teaching. She taught English in Akita prefecture, in Qatar, and in Ireland.

**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). He served for two years as a US Peace Corps volunteer in Benin, West Africa.

**YOUNG SHIN KIM**, LIOJ instructor, is from Cheongju, South Korea. She received her B.A. in English language and literature from Chungnam National University in Taejon, and a Graduate Certificate in TESOL from Brigham Young University in Provo, Utah. She has taught English in Korea, the United States, and Japan; and has taught Korean at Brigham Young University.

**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 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.

**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 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 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 34-year history, it has evolved to meet new needs in language education. The following pages describe LIOJ programs for the 2002-03 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 34<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 35<sup>th</sup> Summer Workshop which will take place August 3-8, 2003, 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), Hakusan High School (Yokohama), Jyonai High School (Odawara), Seiryō Junior & Senior High School (Tokyo), and Tokyo Jogakkan Girls' 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: 2001-2002).

Currently, LIOJ provides 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. We also provide ALT visits to three Hakone junior high schools: Myōjo Junior High School, Sengokuhara Junior High School, and Yumoto Junior High 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, 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](http://www.geocities.com/lioj_geo/possee2.html)

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Fax: (0465) 23-1688  
E-mail: [lioj@basil.ocn.ne.jp](mailto:lioj@basil.ocn.ne.jp)

### 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)

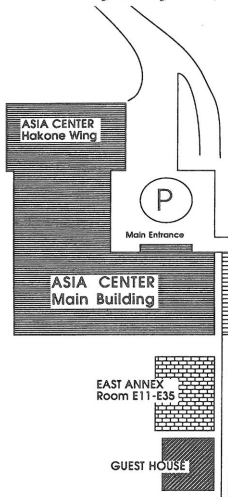
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Or check out the LIOJ homepage at:

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

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

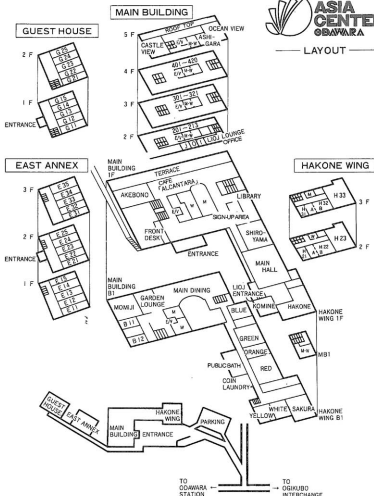




# Asia Center Odawara: Location of Rooms



— LAYOUT —



Notes:

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We hope to see you next year!

**35<sup>th</sup> Annual**  
**International Summer Workshop**  
**for**  
**Teachers of English**  
**August 3 - 8, 2003**

