

Title of Session: Benkyoukai - Japanese Proficiency Tools

Moderator: Keiko Schneider

Guest Speaker: Carl Falsgraf, Sachiko Kamioka

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Started recording in After School Online Room (#1460)[TappedIn] at Thu Apr 17 14:39:53 2003 PDT.

carl [guest] asks, "Sarah Sa: Could you give us your full name so we know who you are?"

sachiko [guest] asks, "and Karen, too?"

SarahSa says, "my name is Sarah Salter"

carl [guest] says, "Hajimemashite. Carl-desu."

sachiko [guest] exclaims, "Hi Sarah!"

KeikoS [HelpDesk] says, "There is Jon St.Clair from El Paso trying to get here"

StClair [guest] has arrived.

KeikoS [HelpDesk] exclaims, "Welcome!"

KeikoS [HelpDesk] asks, "Maybe we can start?"

sachiko [guest] says, "Hello jon"

carl [guest] says, "Hi Jon. Good to see you, sort of."

KeikoS [HelpDesk] says, "This is how things go..."

SoojeongL has arrived.

SoojeongL's personal recorder (recording) has arrived.

KeikoS [HelpDesk] says, "We start with introduction, then I ask the presenters to do a quick summary"

KeikoS [HelpDesk] says, "Then we get into Q&A"

KeikoS [to Carl&Sachiko]: "Is that OK with you?"

KeikoS [HelpDesk] says, "Welcome SoojeongL"

SoojeongL asks, "Can I join in ?"

KeikoS [HelpDesk] says, "SURE"

carl [guest] says, "Yes, just fine. I am Carl Falsgraf, and you read about me in the bio, so I won't repeat myself."

KeikoS [HelpDesk] says, "We are just about starting with introduction"

KeikoS . o O (sachiko sensei?)

sachiko [guest] says, "I am project coordinator of CASLS, coordinating online assessment and curriculum tool we are going to talk about."

shig [guest] has arrived.

KeikoS [HelpDesk] says, "Please introduce yourself, everybody"

KeikoS [HelpDesk] exclaims, "welcome!"

SoojeongL says, "I am a graduate student majoring in educational technology."

KeikoS [HelpDesk] projects intro.

Keiko Schneider is a Japanese teacher at heart who currently teaches English as a Second Language at Albuquerque TVI. HelpDesk volunteer.

StClair [guest] says, "i am a soon to be graduate student of japanese - stclair"

KeikoS [HelpDesk] bows to Carl and Sachiko

SarahSa says, "I am a tax teacher interested in educational technology"

KeikoS [HelpDesk] says, "I thank today's presenters, Sachiko and Carl to be here and doing the presentation"

KeikoS [HelpDesk] bows deeper

KeikoS [HelpDesk] says, "Today's presentation is based on a paper."

sachiko [guest] says, "thank you for having us."

KeikoS [HelpDesk] says, "Oh, first of all, if the conversation is going too fast, please click on DETACH on the top right on this window"

KeikoS . o O (DETACH)

carl [guest] says, "We here at CASLS are very excited about trying to make life easier for teachers who want to focus on proficiency. That is really what all of our stuff is about. Now it is easier, to be honest, to teach a boring grammar oriented course than a proficiency-oriented course, so lots of teachers don't have time to move towards proficiency-based instruction. Benkyoukai members are all super-dedicated, but lots of teachers just don't have the time or energy to make up proficiency based lesson plans. By making proficiency easy and accessible through online tools, we hope to help more teachers base their lessons on proficiency and therefore have more kids who can actually use Japanese in meaningful ways."

carl [guest] says, "Yes, go ahead and project the paper."

KeikoS [HelpDesk] bows to Carl sensei.

KeikoS [HelpDesk] says, "Come back to this window when you are ready to talk."

KeikoS [HelpDesk] projects the URL:

<http://casls.uoregon.edu/benkyokai/maintext.html>

KeikoS [HelpDesk] checks if everybody sees the page

carl [guest] asks, "Keiko-san, is this the first time people are seeing the paper?"

StClair [guest] says, "for me, no."

shig [guest] says, "I've seen it"

KarenChr says, "me, too"

KeikoS [HelpDesk] smiles, good audience

carl [guest] says, "You are all such good students! Mine never complete the reading before class."

KeikoS [HelpDesk] giggles

sachiko [guest] asks, "any questions? on assessment or curriculum tool?"

carl [guest] asks, "My first question to all of YOU is why do you think that despite many years of people like me preaching about proficiency most classrooms in America are still filled with grammar drills and worksheets most of the time?"

KeikoS [HelpDesk] says, "Hummm"

StClair [guest] says, "hmmm . . . some teachers lack a passion and desire - this i have seen."

KarenChr asks, "as you say in your document ... large classes, little prep time, etc?"

StClair [guest] says, "oh yeah, lack of time ... as well."

carl [guest] asks, "So it is a lack of motivation or time as opposed to a alack of knowledge?"

KarenChr asks, "people stuck in the past?"

KeikoS [HelpDesk] asks, "Textbook only has drills?"

SarahSa says, "we tend to teach in the same method that was used to teach us"

StClair [guest] says, "some people stuck in past yeah, but others with a passion demand some model to imitate, like what is presented in PEP, DAT, etc."

StClair [guest] says, "i agree, without carl, etc. i would have taught as i learned in past."

carl [guest] says, "So let's think of something else that people said was too time consuming with lots of people 'stuck in the past': computers. Now almost everybody uses them. What motivated people -- even old fashioned people --to use computers"

SarahSa says, "fun"

KeikoS [HelpDesk] says, "hummm"

StClair [guest] says, "i'm out on this one."

carl [guest] asks, "proficiency-based teaching is WAY more more fun than grammar based, no?"

StClair [guest] says, "yes."

SarahSa says, "Way More"

KeikoS [HelpDesk] says, "You see the point. Why are you studying..."

KeikoS [HelpDesk] asks, "What can you do?"

sachiko [guest] says, "and in a sense less work for teachers during classtime. they don't have to lecture all the time! it's students who has to talk, etc"

SarahSa says, "many teachers may find it more difficult to listen than to lecture"

StClair [guest] says, "yeah, teacher as guide on side, not sage on stage."

carl [guest] says, "Anyway, what I am getting at is that adopting something new is hard, but if you can overcome various barriers -- no fun, too much work, hard to understand etc, then change can occur. That's what we are trying to do with PEP DATs and STAMP assessments."

KeikoS [HelpDesk] smiles

KarenChr says, "but requires more prep time to find all these interesting REAL activities BEFORE class"

sachiko [guest] says, "that's when PEP and DATs come in."

SoojeongL says, "I think making students talk more can be hard due to their lack of language skills."

carl [guest] says, "Once you get used to it, finding DATs is easier than finding activities in books. Plus it is more fun and you can customize them."

KeikoS . o O (cool)

StClair [guest] says, "agreed."

carl [guest] says, "I agree with Soo jeong, it is harder with lower level students. But you can do listening activities that are very proficiency oriented that even beginning students can understand and benefit from."

SoojeongL asks, "Do you have an example?"

Tim_Cornell [guest] has arrived.

carl [guest] says, "Another thing to remember is that being proficiency oriented doesn't mean you forget about grammar. It just means that you go beyond grammar and help the students actually use their language. I love drills myself. I just wouldn't want to stop there."

KeikoS . o O (welcome Tim sensei)

SoojeongL says, "Communicative skills are very important in Korea, too. I know a lot of students who have wonderful knowledge of grammar, but they can't talk with foreigners."

SoojeongL says, "I agree, without grammatical background, you can't really speak well."

StClair [guest] asks, "are there any ideas to include other asian languages such as korean or chinese within the CASLS supported DAT, STAMP Program ?"

SoojeongL asks, "Yes, are there?"

sachiko [guest] says, "we are developing chinese and turkish assessment. not Korean unfortunately"

KeikoS . o O (turkish wow)

SoojeongL says, "too bad. Korea is a big market."

sachiko [guest] says, "talking about listening, STAMP version 2 will have listening and speaking section."

carl [guest] asks, "Example of lower level activity: Students who are working on food vocab listen to the teacher give various food names. They have to arrange the foods they hear into breakfast, lunch and dinner menus. If they don't understand the foods, then they can't put them into the right menu. Simple, realistic, and easy for first year kids. More fun than a vocab list, no?"

KeikoS . o O (realistic)

sachiko [guest] says, "yeah, if we get funding to develop korean, we would like to develop korean assessment, too."

SoojeongL says, "Actually, first grade students in Korea know a lot of vocabularies. The problem is to use them in the right place."

StClair [guest] says, "for STAMP 2, how about students or classrooms with low bandwidth. i heard this can be a potential problem at a conference recently. just a thought."

carl [guest] exclaims, "Luckily, we now have person to help us with our Korean project. Welcome to CASLS Soojeong!"

sachiko [guest] says, "we got a writer for Korean :) now we need funding."

SoojeongL says, "Amazing. I have taught English for 10 years and have always felt bad about not giving them what they really need."

carl [guest] says, "STAMP 2 will work with moderate bandwidth. Even dial up modem might work, but I wouldn't suggest it. Most schools have plenty of bandwidth, actually. But the computers stink."

StClair [guest] says, "sure, the old Apple LC II."

KeikoS [HelpDesk] giggles

SoojeongL says, "I agree. especially in elementary schools."

Tim_Cornell [guest] says, "Yes, most districts now have T-1 lines but the hardware..."

StClair [guest] says, "the university in particular decided to put the content on CD-ROM and send to students."

SoojeongL says, "English is very important and everybody is crazy to learn it, but in fact the government funding or support is very limited."

carl [guest] says, "We design all of our stuff to work on old computers with minimal bandwidth. We want to reach everybody. I can't promise that it will work on Apple LC II however."

carl [guest] says, "We are working on ESL also, Soojeong."

SoojeongL says, "My brother got 647 out of 670, but is having a hard time studying here."

SoojeongL says, "in toefl"

SoojeongL says, "I am sure your experience here is different from mine in Korea."

sachiko [guest] says, "no extra hardware or software needed to take STAMP-2. all you need is a browser, mic, and speaker."

SoojeongL says, "That's good.."

KeikoS [to Sachiko [guest]]: "Did you come up with your Java software or used third party?"

sachiko [guest] says, "we will pilot STAMP v2 in this coming fall."

StClair [guest] asks, "how do you plan to "test" STAMP-2 ? in-house ?"

MiriamI has arrived.

MiriamI's personal recorder (recording) has arrived.

KeikoS . o O (welcome Miriam)

SoojeongL says, "hi, Miriam."

MiriamI says, "Hi sorry to be late."

carl [guest] asks, "We expect to start piloting Japanese next fall. Anybody want to sign up?"

Tim_Cornell [guest] says, "I can in late, so excuse me if you have already discussed this, but does STAMP-2 cover materials found in textbooks such as Genki? Does it focus on thematic units of study etc."

sachiko [guest] says, "it's not java. i think it's html."

KeikoS [HelpDesk] looks around

KeikoS [to Sachiko [guest]]: "but how do you record from html?"

KarenChr asks, "did you really ask what I think you asked?"

KarenChr asks, "you would like some classes to pilot?"

carl [guest] says, "It is a proficiency-based assessment, so it is not tied to particular textbook. We do have teaching materials (DATs) that will act as good supplementary materials for Genki or other books."

SoojeongL asks, "Do you have a time frame for Korean version?"

Tim_Cornell [guest] says, "Is it tied into performance based assessment tools."

carl [guest] says, "The reason for proficiency-based testing is that everybody, no matter what book they use, can have their students tested according to nationally-accepted criteria. This should really help articulation."

sachiko [guest] says, "we haven't decided yet, but probably use a program developed by third company to deliver and recode sound files"

KeikoS [HelpDesk] bows to Sachiko, thank you. I am curious who, now...

carl [guest] says, "We will also be able to record student speech samples and grade them here."

sachiko [guest] says, "I am talking possibility to develop Korean. We DON't have funding."

Tim_Cornell [guest] says, "I have recently found the book "Understanding by Design" that is used to develop curriculum in general but can be used in the language classroom"

StClair [guest] exclaims, "great!"

KeikoS [to Carl [guest]]: "awesome, sugoi"

SoojeongL says, "great.."

carl [guest] asks, "What's sugoi, speech samples or our lack of funding?"

SoojeongL says, "hahaha"

KeikoS [HelpDesk] giggles. I didn't mean to praise the lack of funding,

sorry

StClair [guest] asks, "can i assume that STAMP-2 etc will be presented at next ACTFL ?"

KeikoS [HelpDesk] blushes

sachiko [guest] says, "yes, definitely at ACTFL. I am also presenting it at NCOLTCL on May 2."

StClair [guest] says, "am just thinking about how CASLS can promote its cool product."

KeikoS [to Sachiko [guest]]: "cool, I will be there!"

SoojeongL says, "where.."

sachiko [guest] says, "NCOLTCL conference at UCLA"

KeikoS [to Soojeonl]: "There is a conference for less commonly taught languages"

KeikoS . o O (unfortunately far from you, Soojeong)

SoojeongL says, "I know... that's too bad."

sachiko [guest] says, "we promote through Senseionline! ATJ and ATJJ are supporting our project, too."

KeikoS [HelpDesk] smiles to Sachiko

StClair [guest] says, "great."

carl [guest] says, "Here's how the STAMP-2 will work. Students will first get an Interpretive section . They will get several thematic clusters of listening and reading items. For example, "Shopping at the Department Store" might be a theme. Students would first see an ad for a sale and have to answer a reading question. Then they would hear radio ad for the same sale and answer another question. Then they might listen to the elevator girl describe what is on each floor and have to choose the right floor. Then they would read a tag on one of the sale items. The idea is to recreate real life situations as much as possible."

Tim_Cornell [guest] says, "The book focuses on enduring understanding, so just wondering how STAMP promotes this kind of understanding."

StClair [guest] asks, "enduring . . . as in longterm retention ?"

Tim_Cornell [guest] says, "Yes"

KeikoS [to Carl [guest]]: "but give reading first for pre-listening purpose?"

SarahSa bows quietly, with appreciation, as she leaves for an appointment

SarahSa has disconnected.

Tim_Cornell [guest] says, "That sounds good Carl"

carl [guest] says, "Not for pre-listening purpose. The reading and listening are part of theme. Sometimes listening comes first, sometimes reading. It depends on the context. It depends on what happens in real life."

Tim_Cornell [guest] exclaims, "If that is the way STAMP is set up, I think it would be great!"

KeikoS [to Carl [guest]]: "interesting"

sachiko [guest] says, "And since both listening and reading are multiple choice, we can make this section computer adaptive. - level goes up and down until the system identifies students level"

KeikoS [to Sachiko [guest]]: "totally cool"

KarenChr asks, "all these items (ad, radio as, elevator girl, etc.) are prepared (book, CD? CDROM?) for the teacher?"

Tim_Cornell [guest] says, "I may be moving to another school and starting a new Japanese section so this sounds very exciting"

sachiko [guest] says, "speaking section is theme based, too. for example, students may ask question about elevator guide."

Tim_Cornell [guest] says, "Whoops, program not section"

StClair [guest] says, "i have to go as well, but will follow up with you (carl) again shortly. thanks again keiko!."

sachiko [guest] says, "i mean ask question to guide"

shig [guest] says, "I have to leave. Thanks everybody."

carl [guest] says, "It's all online, so you don't have to install anything on your computer. All you need is a browser and connection. The piloting next year will be free. When the grant runs out, your school will have to buy a subscription. We will try to keep it really cheap."

KeikoS [HelpDesk] bows to St.Clair

MiriamI asks, "Sounds good. How much will it cost the school?"

KarenChr says, "I too, hope to be starting a new program in Sept."

SoojeongL says, "Can I get it too>"

KarenChr says, "(very interested, now)"

Tim_Cornell [guest] asks, "Will this all be in kana?"

carl [guest] says, "You can all pilot it for free next school year. After that, I can't be sure, but the reading and writing (STAMP-1) cost about \$7.50 per student."

KeikoS [HelpDesk] does a quick math

KarenChr exclaims, "cheaper than a boring book!"

carl [guest] says, "Kanji and kana, it depends on the level. It is all spelled out in the Benchmarks, which are based on ACTFL levels."

sachiko [guest] says, "Japanese part is going to be image, so you don't need language support."

carl [guest] says, "Remember, this is an assessment, not a teaching tool. We also have teaching materials (DATs) that are indeed cheaper than a boring book and way more fun."

KeikoS [HelpDesk] smiles

KarenChr says, "we already own some boring books :-)"

Tim_Cornell [guest] asks, "Is this in any way tied to Jan Ken pon?"

carl [guest] says, "I think you can get Dats for \$75."

Tim_Cornell [guest] asks, "The three book series for younger kids you have produced?"

sachiko [guest] says, "we have DATsjan ken pon, our elementary textbook"

MiriamI asks, "Where can we see this on a web site?"

sachiko [guest] says, "We have DATs who are written by writer and reference to published books including jan ken pon."

KeikoS [to MiriamI]: "Before the end of the presentation I will project the paper page. That should have that info, right?"

sachiko [guest] says, "yes"

KeikoS [HelpDesk] bows to Sachiko

carl [guest] says, "Send Sachiko or me an email and we will get you a password. You are our close friend, so you can use it for free for awhile."

sachiko [guest] says, "then you can see all the activities in pep"

MiriamI asks, "What is your e-mail?"

carl [guest] says, "falsgraf@oregon.uoregon.edu"

Tim_Cornell [guest] says, "Sorry, for an unrelated item, but it looks like the Japanese program in our district is about to be cut and replaced with Spanish at a cost of seven Japanese teaching positions. My district is Lexington One in South Carolina"

KeikoS [to Tim_Cornell [guest]]: "you gotta be kidding"

carl [guest] asks, "Do you teach with Kay Hewitt?"

Tim_Cornell [guest] says, "The one and only"

KeikoS . o O (oh my)

MiriamI asks, "That is dreadful news. What was the reason given, can't you fight back?"

carl [guest] says, "You are lucky. About Kay, not getting cut. I heard the sad story. Say hi to Kay and let me know what I can do to help."

Tim_Cornell [guest] says, "Using the budget crisis as a way to sneak this in the back door"

carl [guest] exclaims, "Arigatou!"

Tim_Cornell [guest] says, "If you could write a letter of support to our superintendent that would be great"

sachiko [guest] says, "give us an email if you have any further questions and thank you all."

KeikoS [HelpDesk] looks at the clock

MiriamI exclaims, "Thank you Bye!"

KeikoS [HelpDesk] says, "I am enjoying the discussion very much, but we are out of time."

Tim_Cornell [guest] exclaims, "arigatou!"

carl [guest] asks, "Send me the info and tell me what to say and I'll do it. By the way, I did this two years ago. What's wrong with these guys?"

KeikoS [HelpDesk] says, "Here is the URL for the paper if you haven't gotten a chance to read"

KeikoS [HelpDesk] says, "<http://casls.uoregon.edu/benkyokai/maintext.html> "

KeikoS [HelpDesk] bows to Sachiko and Carl

KeikoS [HelpDesk] says, "Thank you so much for your presentation and GREAT work"

KeikoS [HelpDesk] exclaims, "as usual!"

Tim_Cornell [guest] exclaims, "Southerners!"

KarenChr exclaims, "thank you for the interesting info!"

KeikoS [HelpDesk] bows very deep

KeikoS [HelpDesk] says, "Please feel free to keep discussion in senseiOnline listserv"

Tim_Cornell [guest] says, "jya ne"

sachiko [guest] says, "thank you keiko san for giving us this opportunity"

KeikoS [HelpDesk] exclaims, "Thanks everybody for your participation!"

carl [guest] says, "Sore dewa..."

KeikoS [HelpDesk] says, "doumo arigatou gozaimashita."

KeikoS [HelpDesk] bows again

SoojeongL asks, "Thank you for valuable information. Can I go to your website on calendar?"

KeikoS [HelpDesk] says, "SURE"

SoojeongL asks, "for more info?"

KeikoS [HelpDesk] takes notes

SoojeongL says, "This is my first try here in tappedin, and it was really fun. Hope to talk with you sometime soon. Bye."

KeikoS [HelpDesk] says, "Thanks all for coming."