

Title of Session: Benkyoukai - Extensive reading and extensive listening

Moderator: Keiko Schneider

Guest Speaker: Brett Reynolds

Title of File: 20040425benk

Date: April 25, 2004

Room: After School Online Room

TammyLB: this is a requirement, however; my specialty is going to be ESL

KeikoS: COOL.

KeikoS: I teach ESL in Albuquerque, NM

KeikoS: Where are you from?

TammyLB: Tyler, Texas

CynthiaGu joined the room.

KeikoS: Hi Cynthia, welcome back.

KeikoS: I wanted to ask you to take a look at Brett's paper before we start the discussion.

BrettR: The paper is sort of relevant to ESL in that ER and EL should be going on there too. The difference is that there's a whole lot more available for ESL than for JSL.

KeikoS turns green with envy

TammyLB: that seems to be true

KeikoS: <http://mail.humber.ca/~reynoldb/jgr/twoholes.html>

KeikoS: Cynthia, the blue URL is a hyperlink to Brett's paper.

BrettR: It's a little long...

KeikoS: It is a good read.

BrettR: The paper, not the link

KeikoS nods solemnly

TammyLB: I'm reading that and talking to you

CynthiaGu: Hi everyone. Hi Keiko, I'm back. Was lost for a while. I think I'm ok now. Hope so.

BrettR: Hi Cynthia

KeikoS: Hold the discussion for later.

KeikoS grins

BrettR: OK

KeikoS: Unless you want to do a special LONG benkyoukai!

CynthiaGu: Sorry, not me. I'm starving. Haven't eaten today. Too busy!! End of the semester stuff.

KeikoS: Cynthia, if you get a quick read of the paper, it will help with discussion.

TammyLB: I understand that...I'm very busy with school also

BrettR: Where are you studying?

TammyLB: University of Texas at Tyler

CynthiaGu: I'm at University of Houston.

BrettR: Is Greta Gorush (sp?) there (U of T)?

KeikoS: Texans!

BrettR: She was an old Japan hand that moved down to Texas.

KeikoS . o O (I got stuck in Dallas airport Friday for 7 hours)

TammyLB: ahh

BrettR: Has anyone read the Hitosugi & Day paper?

TammyLB: I have a little

KeikoS: Unfortunately, that I haven't.

TammyLB: maybe not....sorry I was thinking of something else

CynthiaGu: I'm back. Was reading Bret's paper. Interesting.

BrettR: It's really just a description of what one group of teachers has done to try to bring ER into the JSL classroom.

KeikoS: One more Texan!

TammyLB smiles

JfaheyGst6 joined the room.

KeikoS: John is from El Paso

KeikoS grins

JfaheyGst6: Hello everyone.

BrettR: What's the link with Texas, or is this mere coincidence?

BrettR: Hi John.

TammyLB: it's a great state

JfaheyGst6: Hello

KeikoS: Maybe Brett sensei's paper was especially popular there.

TammyLB: hi jafthey

JfaheyGst6: HI

KeikoS: Well, we will start the discussion in a couple of minutes.

TammyLB: they introduced Tapped In in a computer class I am taking

TammyLB: we are required to attend a session, this one seemed interesting to me

LornaB joined the room.

KeikoS: Hi, Lorna

KeikoS: Welcome to benkyoukai.

LornaB: Hi

KeikoS: I am pleased to introduce today's speaker.

KeikoS: Brett Reynolds from Toronto, Canada.

KeikoS claps

KeikoS: First I would like to point out a couple of things.

TammyLB: claps

KeikoS: Today's presentation is based on his paper that is online.

KeikoS: Lorna, have you gotten a chance to read it?

KeikoS: <http://mail.humber.ca/~reynoldb/jgr/twoholes.html>

KeikoS: The blue address is a hyperlink.

KeikoS: You can click to get to the paper.

KeikoS: I would like to ask Brett sensei (teacher in Japanese) to introduce himself and...

KeikoS: everybody please intro...

BrianA joined the room.

KeikoS: Hi, Brian.

BrianA: hello

KeikoS: Welcome to benkyoukai. we are just starting.

TammyLB: hi

CynthiaGu: Hi

JeffC joined the room.

KeikoS: Hi, Jeff.

BrettR: Hi. As Keiko said, I'm based in Toronto now. I teach English for Academic Purposes at Humber College.

KeikoS: Welcome to benkyoukai, we are just doing intro

KeikoS: I am Keiko Schneider, the organizer of benkyoukai. ESL teacher and Japanese teacher at heart.

BrettR: I came back to Canada last April after spending almost 10 years in Japan.

JeffC waves. I was Ed Tech Specialist for the College of Education at Pacific University... laid off for budgetary reasons... have to run to a play now... but wanted to stay logged in for the transcript.

BrettR: There I taught Jr. & Sr. High school EFL.

TammyLB: I am currently attending college to receive my BA in Early childhood education

BrettR: I also got my M.Ed. at Temple University, which has a branch campus in Japan.

KeikoS: Let me show the paper URL just one more time.

CynthiaGu: Same here Tammy. I'm doing Bilingual Education. Have been a bilingual aide for 7 years now. Want to be a teacher now.

KeikoS . o O (keep introing...)

KeikoS: <http://mail.humber.ca/~reynoldb/jgr/twoholes.html>

RachellS joined the room.

KeikoS: Good for you Cynthia!

TammyLB: I want to specialize in ESL

KeikoS: Hi, Rachel

RachellS: Hi, Sorry I'm late...technical difficulties

KeikoS: Rachel, today's presentation is based on this paper...

TammyLB: my daughter was in a bilingual class

LornaB: Sorry I lost the link.

KeikoS: click on the blue address.

KeikoS: <http://mail.humber.ca/~reynoldb/jgr/twoholes.html>

TammyLB: in kindergarten and first grade

TammyLB: great programs!

BrianA: working on certification for 2ndary social studies in Houston, TX

KeikoS: Everybody introduced yourself? John? Brian?

BrettR: So, is anyone here a teacher or student of Japanese?

CynthiaGu: Very good. I think it's great for children to keep their native language.

LornaB: I've read the paper and found it interesting.

JfaheyGst6: This is John Fahey from UT El Paso I run a computer lab for the humanities

KeikoS: When Brett sensei is ready, I would like him to say a few words...

RachellS: I'm Rachel. I teach Spanish in middle school, outside of Austin, TX.

KeikoS: before we go on to Q&A

LornaB: I teach ESL in the UK

JfaheyGst6: I am a long time Japanese learning interested in using technology for language learning.

KeikoS: I am a native speaker of Japanese.

RachellS: I don't speak any Japanese, but I figured I could transfer what I learn here today to my students who are learning Spanish

TammyLB: I really like the approaches mentioned in the paper

BrettR: If most people are ESL rather than JSL, then we can look at ER & EL in general and spend less time on the Japanese-specific part of the paper.

KeikoS: Ok...

CynthiaGu: so do I. Especially the part mentioned about reading to improve the language learning.

TammyLB: k

CynthiaGu: that's fine

LornaB: I don't speak Japanese either but some of the points would be useful for any student learning a new language.

TammyLB: definitely

BrettR: OK. So how many people here have successfully learned a second language?

KeikoS: Well, I would like to say so...

RachelLS: I have

JfaheyGst6: Me too.

CynthiaGu: I am a native Spanish speaking person. My parents are from Mexico and I was born here in USA

BrianA: not me, I tried French and Icelandic

KeikoS: My second, English is quite OK, third Spanish is Intermediate, I would say.

TammyLB: I know some Spanish, but not a lot yet. I plan on taking more courses to learn more

LornaB: Not really. Language teaching and learning in UK schools wasn't great 30 years ago.

BrettR: Great! I'm pretty good in Japanese and used to be pretty fluent in French but haven't used it for many years.

CynthiaGu: Regardless that I know Spanish I didn't learn it formally. Will be enrolling this summer for 3 Spanish courses.

BrettR: So for those of you who have had successes, do or did you read anything for pleasure in the second language (L2)?

KeikoS: I read Reader's Digest in Spanish.

BrettR: And for those who tried and failed, the same question.

JfaheyGst6: Yes, in French, Spanish, and am trying with Japanese.

TammyLB: I can still only understand a little, but I am still trying

BrianA: tried reading a novel in French, only enough to pass

TammyLB: Have read a few things, but I don't understand all it

CynthiaGu: At the moment I am still working on a Spanish novel by Sandra Cisneros. I've haven't completed it as of yet. I'm been too busy reading other literature for a college class.

RachelLS: yes, my L2 is Spanish, but I lived in Spain and read many novels for pleasure in Spanish

JfaheyGst6: The problem as you stated is difficulty finding appropriate materials for Japanese.

LornaB: No we had set books to read but used a dictionary extensively which isn't the idea in your paper because that ceases to be for pleasure.

CynthiaGu: I find the same problem of resources for Spanish bilingual students in elementary.

BrettR: Yes, John, that's the rub with Japanese.

BrettR: I don't know much about Spanish materials except that there are some graded readers. I can't speak to the quality though.

CynthiaGu: a lot of the teachers in the district I work for have to create their own materials for the bilingual (Spanish) students

JfaheyGst6: I have found some material online but it is not comprehensive nor organized.

BrettR: Anyhow, for those who did read, do you remember the first time you read a book? How did you feel?

CynthiaGu: Then when resources are found in Spanish they cost a tremendous amount.

LornaB: It's not easy to find suitable books in English for beginner ESOL students either. They tend to be euro centric and not appropriate for my students.

KeikoS: Oh, did I ever read a whole book in English (let alone Spanish)???

TammyLB: Somewhat unsure of the meaning

TammyLB: of the words

RachelLS: I was lucky to inherit a look of basal Spanish readers from the previous Spanish teacher, but I'm not sure what to do with them since I don't want students frustrated because they don't know grammar or they have to use a dictionary every other word

JfaheyGst6: Being about a mile from Mexico we have lots of good material in Spanish.

CynthiaGu: growing up, sad to say, I never read anything in Spanish. Not until my later teen years did I attempt to start reading my mother's Spanish newspapers. I was curious as to what they were saying. Basically I taught myself.

BrettR: When my students have read their first book (in English) they typically say they never thought they'd do it and that it was a really rewarding experience.

BrettR: Wow, we've got a lot of threads going here...

KeikoS: What kind of book, Brett sensei???

KeikoS: I never was expected to read a book in English in Japan, for pleasure, right?

LornaB: I can imagine that they would be highly motivated by finishing a book in L2.

BrettR: The ones my students are reading are graded readers (GRs). Mostly from Oxford, Penguin, etc.

LornaB: Aren't there cultural difficulties?

KeikoS: Ahhh

TammyLB: Does grammar or punctuation confuse the readers sometimes?

BrettR: Yes, for pleasure. In my class, the students have to read something, but they don't have to do questions about it, they can choose the book they want and can quit and pick up a new one any time.

LornaB: Are you expecting the students just to understand the gist?

CynthiaGu: I think that's one rewarding feature of reading or attempting to read in another language. You learn about that culture as well. Of course there will be difficulties at first, but in the long run, you've learned a new language, plus about another country.

BrettR: No, I want them to enjoy it and to understand most of it. If they're just getting the gist, then the book's too hard. I'd encourage them to try something at a lower level.

TammyLB: I noticed with my 8 year daughter that she will read better when it is a book that she enjoys

LornaB: Do they read in class time or in their own time?

CynthiaGu: I allow students to choose whichever book they want in the other language. Of course, I guide them and help select a book that we both look over to make sure it's not too difficult.

BrettR: I give some class time for reading. That tells the students I think it's important. But there's nowhere near enough class time and reading is usually a solitary activity so mostly it's done outside class.

JfaheyGst6: It is also good to read and the culture and history of the target language in one's first language.

TammyLB: I think if they enjoy their book, then it will encourage them to read it more in and out of class.

LornaB: We have a library and books are graded for the students' differing levels.

They're encouraged to read but it is over and above their class time.

BrettR: In general, there are some cultural issues that come up, but I've never had a student say that these were large issues. The better graded readers are designed with this issue in mind. Of course that can make some of them a bit bland...

CynthiaGu: I agree with Tammy. I feel the students should enjoy the book.

KeikoS: I see.

RachelLS: how do you intrinsically motivate them to read?

KeikoS: . o O (yeah, they are beyond Game Boy generation)

RachelLS: I teach over 180 students, and a large majority of them hate to read anything.

BrianA: that is a key in any language getting kids interested to read

BrettR: I've worked with 12-16 year old Japanese students, most of whom don't read much in their L1. Basically I just gave them books and cassettes and they were off, there wasn't much need.

CynthiaGu: I first think by modeling. The students always, always see that I'm reading some type of book. Especially that I am attending the university, I want them to see that learning is a continuous process.

BrettR: The same thing with my college students. At the beginning, I just said here are a bunch of books that I own. I think reading them would be interesting and useful and I'll lend them to you if you'd like. They were all taken in seconds.

KeikoS: That is a great idea, Cynthia

RachelLS: I do that also, and still unless I require them to read, they choose not to. it's quite frustrating when you love to read!

LauraJGst8 joined the room.

KeikoS: Hi, Laura

RachelLS: and when you want them to learn a language

CynthiaGu: Also when I do hallway monitoring (basically supervising) they stop me and ask "what are you reading today?" or have you finished with your other book?

TammyLB: that's true.....my daughter sees me read all the time and she always wants to read when she sees me reading

BrettR: Having a cassette recording makes it a bit easier and that may encourage students who do have reading specific problems such as dyslexia.

CynthiaGu: Sometimes, if appropriate, I will share with my small groups a tidbit of the book that I'm reading

JfaheyGst6: I love texts that have parallel audio available.

LornaB: Listening to cassettes and reading at the same time also helps pronunciation.

TammyLB: Listening to tapes also helps children hear how the words are spoken properly.

BrianA: it's a good idea

BrettR: Modeling is useful. When my students are reading, I'm doing it too. It also means that when they ask you about a specific GR, you know it and can offer an opinion.

LornaB: Do you read a GR as a class exercise ever?

BrettR: I've never chosen one book and read it as a class.

CynthiaGu: I love to bring in the comics section of the newspaper and share it with them. They get a kick out of it.

BrettR: That would probably be more useful if students were going to study literature, which most of my students aren't.

TammyLB: That's a great idea Cynthia.

BrettR: Even if I did that, I'd still want most of the reading to be from books that the students had self-selected.

KeikoS: I guess your point is easy enough, long, and A LOT OF text...

CynthiaGu: Another thing I like to do, is focus on a book, and then proceed with some type of project related to the book. I don't just give them the work. I also sit down with them and participate as well. Of course, I'm guiding them and monitoring them as well, but when they see me get involved too, it makes it a more personal learning experience.

BrettR: That's really the long and short of it. Lots of input at a level students can deal with.

LornaB: Do you have any more ideas for extensive listening other than listening to cassettes of books?

BrianA: what about tv programs or movies in their language

BrettR: The classroom techniques that work are going to vary with age, setting, and purpose. Bamford and Day (or maybe Day & Bamford) have a book with lots of suggestions about how to do GR. I think it's in the references.

LauraJGst8: I've found listening to Japanese songs while looking at the lyrics sheets very helpful - it makes it easier to follow what's being said in the song when I'm looking at the lyrics, and if there are kanji I don't know, then effectively, I have the benefit of the song pronouncing them for me.

BrettR: Extensive listening is a little different.

KeikoS . o O (I think those are in reference section of Brett's paper)

BrettR: Movies etc. are good if students are into them.

LornaB: Teletext can be useful too.

TammyLB: If you encourage reading things they enjoy, then will they be more likely to want to read about other things they find interesting?

BrettR: My son, who's almost three, watched Nauticaa of the valley of the wind in Japanese (his L1). Most of the language had to be way over his head, but he picked up words like 'ohm' (the giant bugs) that he couldn't have got anywhere else.

CynthiaGu: what I do sometimes (time permitting) I record my voice on a cassette reading a book they will be covering.. I do this if a cassette is not available with a book. At first they think it's funny. They say" it the teacher's voice on the cassette". They can then proceed listening to the book on tape.

KeikoS . o O (home-made audio book!)

BrettR: But with watching stuff, you can pick up too much just by guessing. That means

you don't have to focus on the language, which means you are unlikely to notice a lot of stuff that you would if you were reading.

KeikoS nods solemnly

TammyLB: What a neat idea, Cynthia

TammyLB: That's true, Brett

BrettR: Homemade audio books are great. We did that in Japan with the Oxford Reading Tree books. They didn't come with cassettes, so we just made our own.

KeikoS: Brett, do you do any follow up after handing the books to read to students?

BrettR: With follow-up, usually I just ask them to give the book a rating.

KeikoS: Oh?

TammyLB: By doing that, maybe they won't be focused on questions

BrettR: If the class has a large spoken element, I might get students to discuss the books they've read (they've all read different books) and have them give recommendations to others.

KeikoS: rating as number of stars? description?

LornaB: Could they do a short synopsis and recommendation for other students?

CynthiaGu: my opinion though is that reading should be something encourage at the homes of the children. My son, who is 12 yrs old, did not always like reading, regardless that I read to him almost every night when he was younger. But when he entered first grade, he took off in reading. He was reading all of the time. I really think it's because I embedded the idea of reading being important at an early > age.

TammyLB: I think it is very important to read to your child.

BrettR: They could do a short book report, but it depends on your purpose. The time they spend doing the BR is time they're not reading. If they're getting enough ER time, that's OK, or if they have to do writing.

BrettR: Again, keep in mind that different situations will call for different approaches.

BrianA: I agree with Brett on that

BrettR: There's a lot of research showing that just having an environment with a lot of books, and people who value them, is a huge factor in literacy.

KeikoS: I see.

CynthiaGu: This is true. Every year a different group of students will enter the classroom with maybe different needs. Just depends on the group, I think.

BrettR: Back to the EL, my major recommendation (based mostly on theory, and experience) is reading and listening at the same time. To be honest, I don't have any groundbreaking suggestions here.

BrettR: There's some possibility of watching movies with subtitles, but they don't always match, so...

KeikoS: Well, that certainly is new to me.

KeikoS: Do you think it will help reading or listening or both?

TammyLB: So, it helps if they follow along in a book when listening to cassette tapes of stories

BrettR: The other possibility with movies is to have a transcript, which you can often buy or sometimes download.

BrianA: good idea, I didn't think of

BrettR: But the problem with movies is they're not easy, and that's a key part of what I'm saying.

KeikoS nods solemnly

BrettR: You need some hard stuff, but you also need lots of easy stuff.

LauraJGst8: On the other hand, while they're not easy, movies are also very satisfying.

BrettR: Yes, following in the book as they listen. And they should be in control of the playback.

KeikoS nods

LornaB: Kids radio programmes might be good as the language tends to be simpler

BrettR: One other thing is the "living books" type software. But that works more younger kids. And there's some research showing that they spend more time clicking on the surprise links than actually reading.

KeikoS grins

JfaheyGst6: I remember a bookstore near Tokyo station that sold video tapes with books with the script and explanatory materials packaged along.

BrettR: Kid's programming (and literature) is easier, but it's also not what most of our students will be dealing with in terms of vocabulary and style.

CynthiaGu: something I just thought of is "what about books that were made into movies?". This will demonstrate to students how in a movie a lot of details are cut out in comparison to the book. First they (with the teacher) should cover the book, then proceed viewing the movie at a later time.

KeikoS: You mentioned similar thing in the paper...

BrettR: The books into movies is good if students are at a level where they can read the book.

BrettR: Can I focus on the easy part for a minute.

KeikoS nods

BrettR: With the ER, the minimum level seems to be about 95% knowledge of the vocabulary.

LornaB: I've done that with RainMan. We read the book as a class and then watched the video.

KeikoS: That is rather high

BrettR: If they've got that, the grammar is rarely a problem in terms of understanding.

BrettR: 95% is one word in 20. That's actually a lot of unknown vocabulary.

BrettR: At this level, it would be very close to study reading and not likely pleasurable.

BrettR: But at 95%, students can guess at much of what they don't know.

CynthiaGu: I was thinking of this in reference to the book and movie Shiloh. Since I work in an elementary school, I know the fifth graders read this chapter book and then at a later time view the movie

BrettR: That provides a lot of opportunity for learning new vocabulary.

BrettR: But for pleasure and increased reading speed (automaticity), then we really want them closer to the 98 or even 99% level.

KeikoS: hummm

BrettR: So that's three or four lines of text with only 1 unknown word.

JfaheyGst6: It sounds close to the level needed for acceptable OCR (Optical character Recognition)

BrettR: You can get your learners at the right level by just having them go through a page and circle the unknown words.

BrettR: Then count them up and move them up or down.

BrettR: ER should be easy.

LornaB: Students need to be pretty advanced before they can benefit from ER then.

BrettR: I don't know if there's any link there, John, but that's interesting.

BrettR: No, they don't need to be advanced. They just need to have appropriate materials.

BrettR: Mostly, I think that means using graded readers. See the links in the paper.

JfaheyGst6: Probably not directly but anything less than high 90s is a waste of time.

KeikoS: hummm

BrettR: Anything under 95% will really require a lot of teacher support. That's intensive. Students need this kind of study too, but that's what most are getting anyhow, so it's not much of a worry.

TammyLB: ER would be good in ESL programs

LornaB: I agree Tammy.

BrettR: I think ER is crucial in all ESL/EFL programs.

BrettR: And in fact in any language learning.

BrettR: Unless it's just tourist language.

TammyLB: I hope that reading in ESL will move more toward that direct

TammyLB: direction i mean

LornaB: It seems to be a way of consolidating and then extending knowledge.

BrettR: Rob Warring, who's been a champion of ER in Japan has just got agreement with the TESL conference people to set up a number of sessions there. If you're going to be there (Where is the next TESL conference?) have a look for him.

TammyLB: I can even see how it would benefit any child in reading not just ESL

LauraJGst8: One thing that's helpful for reading non-fiction is if it's a subject that the reader already knows a lot about in their native language... that way, they only need to learn new words, not new concepts

BrettR: Yes, consolidation.

TammyLB: I agree

CynthiaGu: ditto, Tammy. reading no matter what dept. or grade is extremely important

KeikoS: Good point, Laura

BrettR: It helps build vocabulary breadth, but more it gives learners depth. They get to know more about the words they know, and they can access that information faster and faster.

LornaB: The more the reader knows about a subject the easier it will be for him/her to read about it in another language.

TammyLB: certainly

TammyLB: Just like the paper says, you learn more by practicing what you know

KeikoS: We have a couple of minutes more.

BrettR: Yes, Lorna. This is a good point. That's another reason why longer books are better than shorter articles. It takes a while to get into them, but once you're in, you've got context. With a lot of shorter articles, you're always getting started, and that can be frustrating.

TammyLB: I never thought of that.

CynthiaGu: I never looked at it in that perspective Brett. But what you say, is true.

BrettR: Any last burning questions?

JfaheyGst6: How is this project to develop materials for Japanese coming along?

KeikoS: I would like to do some referencing, because I know some of you are doing this for a class.

KeikoS: You all have the paper URL...

BrettR: Anybody want to challenge anything? (That would be good too.)

KeikoS: <http://www.sabotenweb.com/bookmarks/about/43rdbenkyoukai.html>

LornaB: No but your ideas are really interesting - especially the 95% rule.

LauraJGst8: A quick addition to the point about books vs. articles - it also helps to get books in series, whenever possible...

KeikoS: is where you see the description of this event. You will see bio of Brett and so forth.

TammyLB: thanks

BrettR: The Japanese project has been a long slog. The framework is mostly set and some books are ready. A few groups have come together. If you're interested, please join the list that I link to in the > paper.

KeikoS: If you are a member of TAPPED IN, you will get this transcript automatically...

TammyLB: ok

KeikoS: but later you can download PDF at...

KeikoS: <http://ti2data.sri.com/transcripts/artshumanities/>

JfaheyGst6: Thank you

KeikoS: go to benkyoukai area...

BrianA: thanks

TammyLB: Thank you for your time

KeikoS: Other than that, I just have to thank Brett for his wonderful presentation and...

BrettR: Books in series are great. Krashen did a study with the Sweet Valley High books. and a lot of his students loved them.

KeikoS: thank you all for amazing participation!

LornaB: Thanks a lot. It was an enjoyable session.

KeikoS claps

LornaB: Bye

TammyLB: It was very interesting

BrianA smiles

LauraJGst8: Thank you guys for the presentation!

TammyLB: bye

CynthiaGu: thanks for all the wonderful info. This was my first time as a participant and it was really interesting.

BrettR: It was hard to keep up, but I hope everyone got something useful out of it.

KeikoS: Good, Cynthia.

JfaheyGst6: Bye

TammyLB: Bye all

KeikoS: It was a great presentation, Brett sensei.

KeikoS: Too bad more Japanese teachers couldn't make it.

KeikoS: But I believe Laura is a Japanese teacher???

BrettR: Indeed, too bad. But they can mail me or we can continue on Senseionline.

KeikoS . o O (I know a couple of good Laura, Japanese teachers.)

LauraJGst8: Though I frequent the teacher's mailing list, I'm actually a student.

KeikoS: Oh?

KeikoS: Nice to meet you. I am Keiko Schneider

BrettR: Me too...

KeikoS shakes hands and bows

LauraJGst8: Nice to meet you too. (returns bow)

KeikoS: Well, Laura, if you are interested in the transcript, save the URL for downloading transcript link...

CynthiaGu left the room (signed off).

KeikoS: If you go to benkyoukai page, it is everywhere...

KeikoS: Thank you, Brett sensei.

KeikoS: You were VERY good.

BrettR: OK. See you online. Bye.

LauraJGst8: Okay. Many thanks! Bye.

KeikoS: It was a good discussion

KeikoS waves to Laura

KeikoS bows to Brett

KeikoS: Thank you for your wonderful paper and the presentation!

BrettR: Thanks for organizing it.