Explorations in Teacher Education

JALT Teacher Education and Development SIG Newsletter

Autumn 2010 Volume 18, Issue 3

Contents

Editor: Simon Lees <simich(at)gol.com>

And Now a Word from...The Editor

Hello and welcome to the Autumn edition of Explorations in Teacher Education (Volume 18, Issue 3), the newsletter of the Teacher Education and **Development** Special Interest Group (TE SIG) of the Japan Association for Language Teaching (JALT).

There are a few items of SIG news this time. The SIG AGM was held at the the JALT National Conference in Nagoya a few weeks ago. Our new Executive Committee is:

Deryn Verity, Coordinator

Tim Knowles, Treasurer

Jan Visscher, Membership

Peter Hourdequin, Program

Wilma Luth, Member-at-Large

Michael Crawford, Member-at-Large

Cameron Romney, Webmaster

The name of the SIG has been officially changed to: the Teacher Education and Development Special Interest Group. This is to better reflect the interests of the group (which have metamorphosed somewhat from the original focus) while at the same time retaining the TED acronym which many people have used to refer to the Teacher Ed SIG over the years.

This issue of the newsletter has three features. Two are from regular contributors Michelle Segger and Melissa Senga, while the other is a debut piece from Mauro Lo Dico. Lo Dico's article is about brushing up your teaching skills in a different location during your holidays and is entitled, "Teaching in Thailand: Some Notes for Instructors in Japan." My being forced to use dictation in the classroom led to me asking Melissa Senga to do a review of Ruth Wajnryb's book, 'Grammar Dictation,' and she has done an excellent job. Finally, in the vein of the some previous articles e.g. 10 Tips to Keep Stress from your Teaching Situation at bay by Tim Knight in the Autumn 2006 issue, we have a feature about how to get away from it all (at least for a short while) by Michelle Segger.

Merry Christmas and a Happy New Year! Hope you enjoy the issue.

Simon Lees,

Editor,

Explorations in Teacher Education

Teaching in Thailand: Some Notes for Instructors in Japan

Mauro Lo Dico, Nanzan University, <mlodico (at) nanzan-u.ac.jp>

The spring and summer breaks are long enough to dull many instructors' skills. Yet, at the same time, they can provide great opportunities to acquire teaching experience elsewhere. Southeast Asia, for instance, is a convenient location for teachers in Japan to keep their skills honed for the coming semester. Volunteer positions, for example, are in abundance throughout the region as a quick and simple online search will prove. The focus of this paper, then, is to recount my experiences on one such occasion. For, although Japanese and Thai students may both share similar Asian learning features, there are some differences that need to be taken into consideration before embarking on such a seemingly straightforward endeavor.

One of the first tasks for any course is to discover the background profile of the learners. After placement tests were conducted at one school in Bangkok, I was given a class that for four weeks *usually* consisted of eight Southeast Asian high-beginners: two men (Saw and Son) and six women (Deer, Fon, Lek, Lew, Nok, and Pook), all in their 20s and native speakers of Thai. They had all completed secondary school, while three of them had more educational exposure: Deer, for one, was a university graduate; Fon had studied English at a language institute once a week for 3 months; and Nok had attended a technical college. Individually, in descending order, the level of overall proficiency seemed to be roughly the following: Nok, Deer, Fon, Lew, Lek, Son, Saw, and Pook. This hierarchy seemed to be a result of their educational backgrounds where those who had been most exposed to learning environments were also the most proficient.

They were all coworkers at a hotel performing such jobs as waiter/waitress, receptionist, etc. Culturally, they were all typically Thai in that they were cooperative, polite, not shy, and had a positive attitude towards acquiring English (Smyth, 2001, pp. 353-54; in contrast, for Japanese speakers and characteristics particular to their second language learning see Thompson, 2001, pp. 296-309). Motivation ranged from the extrinsic (i.e., told by their employers to attend this course) to the intrinsic (genuine personal interest). One common aspiration was to render their work easier since they dealt with many foreign tourists daily.

After observing this group engaged in various linguistic activities, the accuracy of David Smyth's description of Thai speakers in general (2001, pp. 343-54) was striking. In all of the four macroskills (listening, speaking, reading, and writing) these students had some difficulty, but at varying degrees. Pronunciation and grammar were the largest problems, probably because Thai and English sound (Smyth, 2001, pp. 343-48, 353) and function grammatically (Smyth, 2001, pp. 348-53, 355-56) very differently, thus leading to constant first language (L1) interference (Swan &

Smith, 2001, pp. ix-xi). Clear examples of this occurred when I needed to spend more time than anticipated in performing phonological drills. As evidenced also from submitted homework, most students hardly ever included the letter *s* at the end of the 3rd person singular conjugation of present simple active verbs despite having dwelt on this bit of grammar every day throughout the first week. These mistakes were even made by the more proficient students, like Deer and Fon.

Having taken these observations on board, the following is a description of how I approached these classes. In general, I used mainly visual and auditory activities from the textbook *American Headway 1* (Soars and Soars, 2009) with a few kinesthetic ones of my own, for both pronunciation and grammar, which seemed to yield positive results. The greater success of the kinesthetic activities suggests that the group may have been composed of more tactile learners than originally assumed.

Kinesthetic activities for pronunciation are rare, mainly due to the nature of the exercise tending to be heavily auditory. Nonetheless, Ann Baker's *Tree or Three?* (2007b) contains very good diagrams displaying the positions, movements, and passages of the mouth, tongue, and breath in order to pronounce every sound in the phonemic chart. (For intermediate learners, I recommend *Ship or Sheep?* [2007a] by the same author. Another of her books, *Introducing English Pronunciation*, contains written descriptions of the diagrams in both books.) From this work the learners looked at the pictures, while I encouraged them to form their mouths, position their tongues, and emit their breath accordingly so that the proper sounds could be produced.

Another tactile activity, but this time for correcting the learners' grammatical mistakes, namely the lack of *s* at the end of 3rd person singular present simple active verbs mentioned above, was to concentrate on routines. Students stood up and walked around the classroom speaking to everyone in order to discover their hobbies. At first they had to ask by using the 2nd person singular, "What do you do in your free time?" A typical answer would be, "I play soccer," after which the first person wrote down, "He plays soccer." To reinforce this, a third learner would later ask, "What does Son do in his free time?" The first person would then reply, "He plays soccer" (Ur, 2010, pp. 256-57), and (with some encouragement on my part) s/he would pretend to kick an imaginary ball to help better understand the reply. It may seem silly, but the comical factor served to enhance the retention of the grammatical point. Although the activity may resemble many of those found in Unit 4 of *Headway*, none include such a tactile dimension as standing up and walking around to ask the whole group (as opposed to merely shifting towards one's seated neighbor), writing down the hobby immediately (instead of ticking it off on a questionnaire; Soars and Soars, 2009, p. 26), and actually acting it out.

When analyzing language items some interesting problems arose in meaning, form, and pronunciation for the Thai learners. Since in Thai, for example, the question "Why do you not talk to her?" would sound "Why you no(t) talk with her?", the difference in word order as well as the exclusion of the auxiliary verb become immediately recognizable. This occurs because there are no auxiliary verbs in Thai and negatives are formed by placing the word to be negated before the verb (Smyth, 2001, p. 349). This could lead to a misunderstanding in meaning, namely that one will not understand why the listener *won't* speak to "her" as opposed to why s/he *doesn't* do so. Also, the students would not elide the letter "t" in "don't" with the "y" in "you" as a native English (North American) speaker would, rendering the pronunciation /də nt∫ /. When following up with "If I were you, I'd … (talk to her)," the Thai learners tended to omit the "if" in conditional clauses because it does not exist in their own language (Smyth, 2001, p. 353). Furthermore, they would not pronounce "d" because of the lack of auxiliary verbs in their L1.

One activity that conveyed and checked the meaning of vocabulary while at the same time dealing with some cultural awareness was the following. First, I would explain the difference between a stranger and a foreigner. The former is someone whom you do not know (e.g., "There was a complete stranger sitting at my desk" [Hornby, 2010].), and the latter a person who comes from a different country (e.g., "That tourist bus is full of foreigners" [Hornby, 2010].). I also stressed the fact that a stranger can be a compatriot, just as a foreigner can be your friend. In order to check meaning, I would show the students pictures of random, non-famous Thais, and had the learners tell me if the people in the photographs were strangers or foreigners. Then I would show them pictures of famous Western celebrities, such as Brad Pitt and Angelina Jolie, and ask the students if they were strangers ("Do you know him?") or foreigners ("Is she Thai?").

In conclusion, I would like to end with one last note that instructors in Japan might consider useful when teaching in Thailand. The Thais are very interested in their royal family and so the following comparative cultural activity on Mother's Day in the form of a reading exercise worked well. Below are the vocabulary words that seemed necessary to pre-teach along with two similar sets of questions accompanying the readings purposefully worded to bring out the contrasts between Thailand and Canada. In the end, their curiosity was certainly piqued because the reading led in the end to a discussion about Canada.

Form	Pronunciation	Meaning
Celebration	/sel bre ∫n/	big party
Every	/evri/	always
Many	/meni/	a lot / plural
National	/næ∫n ə l/	the whole country

Other	/ ə(r)/	not the same thing
Prepare	/pr pe ə(r)/	get ready
Purchase	/p t∫ ə s/	buy
Switch	/sw t∫/	change

Thai Mother's Day

Sirikit, the queen of Thailand, was born on 12 August 1932 and has four children. In Thailand Mother's Day started in 1950, but it was celebrated on 15 April. In 1976 it switched to the queen's birthday because she is seen as the mother of all Thais. In early August Thais prepare for Mother's Day. You can see pictures of Queen Sirikit all over the country. On the day before her birthday, mothers go to schools to listen to their children give little speeches about them. On 12 August you can purchase jasmine everywhere because it is the symbol of mothers. National celebrations happen at the Grand Palace in Bangkok, where there are many colorful lights, and at Ratchadamnoen Avenue. In front of Wat Phra Kaew there are fireworks, and near the Sanam Luang area you can listen to big, free concerts.

1   Who is the queen of Thailand?

2   Is she the queen of only one country?

3   When was she born?

4   Is she a real mother? Why?

5   In what year did Mother's Day begin in Thailand?

6   Is the queen's birthday and Mother's Day the same day?

7   When do people get ready for Mother's Day?

8   In that month, what can you buy?

9   Are there big parties in the whole country on Mother's Day?

Canadian Mother's Day

Elizabeth is the queen of England and many other countries, including Canada. She was born on 21 April 1926, and has three children. Mother's Day started in 1907 in America, and it is every second Sunday in May. It is not on Queen Elizabeth's birthday because America does not have a queen. Since Canada is close to America, and Mother's Day is American, Canada also has it in May. In Canada, Queen Elizabeth's birthday is not Mother's Day. In May, many Canadians prepare for Mother's Day. You can purchase presents like candy, cards or flowers. On the second Sunday in May, some Canadians telephone their mothers if they live far away. Other people cook for her or take her to a restaurant. In Canada, there are no national celebrations for Mother's Day because it is just for the family.

1   Who is the queen of Canada?

2   Is she the queen of more than two countries?

3   When was she born?

4   Is she a real mother? Why?

5   In what year did Mother's Day begin?

6   Is the queen's birthday and Mother's Day the same day?

7   When do people get ready for Mother's Day?

8   In that month, what can you buy?

9   Are there big parties in the whole country on Mother's Day?

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Mauro Lo Dico received his BA from McGill University in Montreal, Quebec and MA from Queen's University in Kingston, Ontario, both in his native country of Canada. He works as a Language Instructor (LI) at Nanzan University in Nagoya, Aichi, Japan, while pursuing his DPhil in Literature and Culture by distance at the School of English in the University of Sussex in Brighton, Sussex, England.

Dictogloss Revisited for Japan

Melissa Senga, Kinjo Gakuin University, <senga (at) gol.com>

Are you old enough to remember being given dictation in French or German at school? Unfortunately I am, and as I'm sure you'll agree, it was boring and accomplished little in the way of teaching or testing. Shortly after I finished my less than illustrious foray into the French language the communicative era of language teaching swept the world of foreign language teaching and dictation was seen as an outdated and slightly sterile method of language instruction.

This was until the late 1980's when several new books reintroduced the idea of dictation as a general method that allows a wide variety of different techniques, which can be interesting and motivating to students as they encourage meaningful communication between students, as well as giving opportunities for creative language use. One of these books was *Grammar Dictation* by Ruth Wajnryb (1990).

When I first started as an EFL teacher, which was around the time *Grammar Dictation* was published, I used it, and the ideas it contained, quite regularly with my classes of mixed nationality, generally highly motivated intensive course students, in Australia. Since coming to Japan however, I had not really considered using it in my university classes although I do occasionally use other forms of dictation. When I came across the book again a while ago, I wondered why I had never used it in the more than 10 years I have been teaching here. I decided to revisit the book and look into the possibility of incorporating it into my lessons.

What is in "Grammar Dictation"?

For those unfamiliar with the book, it focuses solely on a dictation technique called "dictogloss". Dictogloss is specifically designed for the teaching of grammar and according to some is "a sophisticated and ingenious procedure, an excellent example of the flexibility of the dictation format" (Kidd 1992).

In the book, Wajnryb gives 60 suggested dictations, 20 at each of pre-intermediate, intermediate and advanced level and describes the method in great detail. Briefly, each dictation is divided into 4 stages: preparation, dictation, reconstruction and analysis and correction.

The preparation stage involves introducing the topic of the dictation and any unfamiliar vocabulary items that are necessary to the understanding of the text. Some quite detailed strategies of how to introduce the topic are suggested but of course it is up to the teacher as to the best way to do this for their particular class and situation.

The dictation stage sees the short dense text, usually between 4 to 6 sentences and containing a number of instances of the target structure, read to the students twice, at normal speed. The first time they listen, students are instructed not to write anything but only listen for meaning. On the second reading they should note key words, especially nouns and verbs, but not try to copy everything.

For the reconstruction stage, students work in small groups to produce their own version of the text. They combine the words and phrases they have written down and try to "reconstruct a version of the text from their shared resources" (Wajnryb 1990). Using discussion and negotiation the group cooperatively attempts to produce a coherent text, close in content and organization to the original. Emphasis here is not to replicate the original exactly but to maintain its informational content.

The last stage of the dictogloss procedure is the analysis and correction of the learners' texts in which the different versions are read, discussed and evaluated. The learners themselves are asked to sort out errors and justify their positions. The focus of this stage should be the targeted grammar structure and possibly other lexical or syntactic points related to it.

Does it work?

Dictogloss is a form of linguistic problem solving. The interaction and negotiation needed to solve such problems, is seen by many researchers, as helpful in making meaning comprehensible for the L2 learner. (Pica, Young & Doughty 1987, Pica, Holliday, Lewis & Morgenthaler 1989) In addition, in order to internalize target syntax, students need to be aware of the relationship between meaning, form and function that are closely intertwined (Kowal & Swain 1994). Dictogloss is an effective task for making students aware of language form and function. Wajnryb sees dictogloss as a contemporary approach to learning grammar as, "language forms, structures and patterns are treated from the perspective of their particular contextual meaning" (Wajnryb 1990). Thus, when the learners talk about the grammar during the reconstruction stage, they talk about the predetermined context of the grammar point as well as engaging in metalinguistic discussion (Nabei 1996).

On the other hand, as Dunn (1993) points out, if the students place more emphasis on including all the words they hear in the completed text it is possible that their finished text is less grammatically competent than their usual writing. She noticed that while the students displayed a global understanding of the meaning of the text, and they understood the requirements of the task, which was to produce a piece of cohesive writing with good grammar and including the main points of the

original text, they continued to produce fragmented texts. On closer examination of the reconstruction process, she found that students were using a purely bottom-up approach, on a word by word and sentence by sentence level and once they had assembled all the remembered parts into what seemed to sound like the original, they moved on. At no stage did any group reread a sentence and discuss what it meant and where it fitted into the whole. The only adjustment they made was on small grammatical points and fitting heard words or phrases into the sentences. In some cases the rough notes contained more fluent and correct sentences than the final piece. She concluded that it appeared that as they did not understand the heard text fully, they did not expect to understand the written one, and so decided that it was better to have as many words as possible that were in the original text than to have a more coherent text which was lexically quite different from the original.

This is exacerbated by the correction stage where Wajnryb (1990) suggests comparing the completed texts with each other and with the original. The task is for students not to memorise and reproduce the original, but by showing the students the original it is reinforcing that this is the "correct" answer and even students who have constructed a piece which is grammatically sound, textually cohesive and logical and which contains all the information, regard their efforts as wrong wherever they differ from the original.

Will this work in my Japanese university class?
As I mentioned before, I used dictogloss in intensive language classes in Australia in the early 1990s. While the students were of mixed nationality they were generally of a similar age and educational background to my classes here. While the exact details are hazy, I do remember that the students enjoyed the procedure, but how much each student and group got out of it depended very much on whether or not the group was willing to analyse and persevere with the reconstruction.

It was with interest I decided to trial a dictogloss with an enthusiastic, though not particularly high-level, first year university class. I chose a text that contained only 3 or 4 words that I felt would be unknown to the students and the grammar points were simple tenses with time expressions. Once the task was explained to them, the topic and vocabulary introduced, and the passage read twice (at slightly slower than normal speed) they quickly settled down to reconstruct the text. Although I encouraged them to discuss in English, as the class members all had Japanese as their L1, no groups did. I felt this detracted from the process as there was no metalinguistic negotiation in the L2. Most groups felt they had completed the task in about 10 minutes, which surprised me, though once again I think the speed was due to the use of their L1.

Four out of six groups had made texts that were cohesive, mostly grammatically correct, and contained at least 80% of the information in the original. The other two groups had substantially more grammatical errors but still produced sentences that were logically connected. No group produced the fragmented texts that Dunn (1993) observed. Perhaps if a more difficult text was used this might occur, although I felt the text, a pre-intermediate one, was suitable for these students.

The students were mildly interested in the correction of their errors as I put the completed sentences on the board. At no time did I offer them the original text for comparison, nor did they ask for it. I did not get the feeling that the students felt that their corrected texts were worth keeping and looking at again.

Conclusion

While the method certainly "works" in Japan, I am doubtful as to the benefit to the students. In a more advanced group that would be more likely to attempt the reconstruction phase in the L2 it might be a more meaningful exercise. As for a lower level group, while the listening aspect can be useful in focusing students on content words, I felt the lack of interaction in the target language negated this.

My personal feeling about it is that I will keep dictogloss in my "bag of tricks" to use occasionally if I want a listening exercise with a difference, or if I ever have a class that is motivated enough to negotiate mainly in the L2. I won't be using it on a regular basis however, as for my current students I feel there are better exercises that encourage them to produce more L2 than the dictogloss procedure does.

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Gotta Get Outa the City!

Michelle Segger, Kinjo Gakuin University, <simich (at) gol.com>

The editor has been hassling me for least couple of issues to write something, but I have had some problems with motivation. Every time he approaches me all I can think about is where I can go this weekend. Finally, he broke me down, and I said I would write something for every issue if it wasn't about teaching English. You can imagine my dismay when he agreed to my ridiculous proposal. The theory is, that we all need to take a break from the routine of teaching to reflect on what we've done and to 'renew and refresh', allowing us to improve our teaching in the week ahead. So here goes. This will be a regular short piece about how to get out and about in Japan. I aim to choose lesser known places that are possible as a day trip from a major city.

In this issue I will tell you about an area near Biwa Lake. It is easy to get to from either Osaka area or Nagoya. I went for two days, sleeping in my car overnight. This is popular in Japan. If you have ever pulled up at a service area on the expressway overnight you know what I mean. The culture of sleeping in one's car extends to smaller roads on which there are lots of 'Road Stations' (michi no eki/道の駅). The 'Touring Mapple' road map, the mapple version for bikes, marks all the road stations as a small, purple house with a tree next to it. Most of the onsens are also shown with the usual mark (♨) . You may be able to see this info on your GPS, but I'm an old-fashioned girl! It is also acceptable to sleep in the car parks at the bottom of popular mountain routes. All these places always have toilets and many of the road stations also have shops, restaurants and small farmer's markets that have great local produce, often at good prices. In a few very popular tourist spots the locals are not keen on overnight parking, but if you stick to the purple marked road stations you will not get any trouble.

However, the Makino Kogen area, close to Biwako, is easy to visit on a day return trip. At the end I have provided details of the public transport and road access from Osaka and Nagoya. The area is called Makino Kogen, but I went with the intention of climbing Akasaka mountain (赤坂山). I was surprised to find it was quite a developed outdoor area. In the summer you can camp and play ground ball at the bottom of the hill, and in the winter it is a small ski ground and snow shoe trekking course.

I went there in October and there were lots of short walking courses around the foot of the mountain as well as a marked hike up the mountain. There are actually two peaks, Akasaka (赤坂) and Mikuni (三国). It will take between 4 and 5 hours for the return trip depending on your fitness. It was steep but there are plenty of places to take a rest. The trail was well marked with regular signs for the two peaks. There is a map below and you can get maps and information at the information office. At the top there are wonderful views and great looking side hikes along the ridges up on top of the hills. I will definitely go back and explore some of the routes I didn't have time for!

I will also be going back in the winter to check out the snow shoe trekking. The ski ground is very small, ideal if you have young kids you want to introduce to winter sports. You can do a snow shoe trekking 2 hour thing for ¥4,000 (¥3,000 for kids) including rental. The size of the ski ground is reflected in the price - only ¥1,000 for a full day pass. The parking also costs ¥1,000 in the ski season, but it was free in October when I went. I checked out a few blogs about the mountain, and it seems that the snow is unreliable, so it is often quiet. Great if you just want to make a snowman, play on your sledge or do some winter hiking.

There is also an onsen next to the parking area (the bus will drop and pick up at the onsen). It has an onsen pool in which you wear your swimming gear. Great if you are tired of 'onsening' alone! Just be aware that they do not allow people with tattoos to enter. It is ¥600 for the pool, ¥800 for the onsen and ¥1,200 for both. There are also a couple of restaurants.

If your Japanese is up to it you can get more information at the website:
http://www.makinokougen.co.jp/index.html

Access Information

On public transport you go to Makino train station and then take a bus to the bottom of the mountain.

From Osaka (and Kyoto) to Makino station.
Cost: ¥1,890 one way

6:39-7:13 JR Tokaido honsen 'kaisoku' bound for Maibara. Get off at Kyoto
7:25-8:41 JR Kosei line bound for Nagahara. Get off at Makino

06:39〜07:13 5駅 Ｊｒ東海道本線快速・米原行. 京都まで
07:25〜08:41 19駅 ＪＲ湖西線・永原行.マキノまで

From Nagoya
Cost: ¥3,570 one way

6:20-6:55 JR Shinkansen 'Nozomi 95' to Kyoto
7:25-8-41 JR Kosei line bound for Nagahara. Get off at Makino

06:20〜06:55 ＪＲ新幹線のぞみ 95 号 京都
07:25〜08:41 ＪＲ湖西線・永原行

From Makino station to Makino Highland Onsen

Cost ¥220 one way (15 mins) Saturday and Sunday

Leaving the station at 9:00 and 9:40

Returning from the Onsen at 17 minutes past the hour until 18:17

By car

From Osaka

The Makino Kogen website suggests taking the Meishin expressway to Kyoto East junction and then taking the 161 north along the side of Biwako. I suspect this will be very busy on the weekends, but it will be cheap. I would take the Meishin expressway to Maibara and then follow the same route given below (From Nagoya) on the Hokuriku expressway. Perhaps quicker than the 80 minutes for route 161.

名神高速道路−京都東ＩＣから西大津ＢＰ湖西道路・国道 161 号線経由約 80 分

From Nagoya

Take the Meishin Expressway to Maibara junction. Take the Hokuriku Expressway going to Fukui. Get off at Kinomoto. Turn left (away from Kinomoto city center) onto route 8. Turn left onto the 303 at Shiotsu (塩津) after about 4 kms. Turn left at Noguchi (野口) by the gas station onto the 161. After 2 kms turn right onto the 287 at about 4kms you will see signs for the parking for Makino Kogen (マキノ高原). It should take about 30 minutes after you leave the expressway.

北陸自動車道−木之本ＩＣから国道 8 号・国道 161 号線経由約 30 分

876.3
三国山

黒河峠

林道

823.8m
赤坂山

明王ノ禿

粟柄越

841
大塚

ブナの木平

859
寒風

ブナの樹林

赤坂山自然遊歩道

マキノ白谷温泉
白谷

バス停

マキノスキー場

樹林帯

マキノ高原温泉さらさ

マキノ高原登山口

The campsite and parking area	Walk up the right hand side of the ski area and you will see the start of the hike by the toilets
Akasaka peak. Windy, but gorgeous views of Biwako	The view from Akasaka looking towards Mikuni

Notes

Notes

Be published In *Explorations In Teacher Education*!

Guidelines

Articles – sharing your research with other teacher educators. Up to 3000 words.

Essays – your opinion or ideas about a topic relevant to teacher educators based in Japan. Up to 2500 words.

Stimulating Professional Development series – teacher educators are often quite professionally isolated. Write up about your teacher education activities, and the institutions that you work in. See previous issues for examples. Up to 3500 words.

Conference Proceedings – did you give a great presentation recently? Write up your presentation. Up to 2500 words.

Conference Reviews or Conference Reports – did you attend an interesting conference? Share your thoughts with the TE SIG members. Up to 2500 words.

Book Reviews – have you recently read an interesting book related to teaching, teacher education, language acquisition, or education? Up to 2000 words.

Font: Arial 11 point, single spaced, one line between paragraphs, SINGLE space between sentences.

Notes: Please include a catchy title, your name and professional affiliation, an e-mail address to go at the top of the article, and a 75-100 word bio-data for the end.

Deadlines: ongoing. Submit by e-mail to Simon Lees <simich(at)gol.com>. Attach as a Word document, titled with your surname, such as 'croker.doc' or 'robins.doc'.

Also, please cut and paste your article into the body of the e-mail, in case the Word document does not open.

Please do not hesitate to contact the Editor if you have any questions or ideas.

What is the Teacher Education SIG?

A network of foreign language instructors dedicated to becoming better teachers and helping each other teach more effectively, the TE SIG has been active since 1993. Our members teach at universities, high schools, and language centres both in Japan and other countries. The TE SIG focuses on five areas: action research, teacher reflection, peer-based development, teacher motivation, and teacher training and supervision.

If you would like further information about the TE SIG, please contact:

TE SIG Coordinator, Deryn Verity <verity(at)wilmina.ac.jp>

Explorations in Teacher Education

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Editor:

Simon Lees

Kinjo Gakuin University

Nagoya, Aichi Prefecture, JAPAN

Contact:

<simich(at)gol.com>