In this issue, we look at one interesting feature of Tom Cobb's *Compleat Lexical Tutor*, "Vocabprofile". Also, a discussion of the benefits of team-teaching, along with tips is included. Finally, an update on English Plus and our list of Upcoming events are given.

**Vocabprofile**

Last week, we introduced Tom Cobb's the Compleat Lexical Tutor, [www.lextutor.ca](http://www.lextutor.ca). The site has been created for teachers, students and researchers. An interesting feature of the site is Vocabprofile.

Vocabprofile is a quick, simple and easy program to use to create the profile or difficulty level of the vocabulary of any given text.

I hope to show you how it works. First, we need to copy or type a text. I selected the first few paragraphs of *Brat Farrar*, an Oxford Bookworms Library, level 5 story.

The text is as follows:

"Why can't you eat more politely, Jane? Like your sister Ruth!" said Bee across the lunch table.

"She's better at spaghetti than I am, that's all,' said Jane. 'I can't be bothered with things like that.'"
Her Aunt Bee looked along the table at the twins Jane and Ruth, and smiled. They were almost ten, and were exactly the same, but it was never difficult to tell which was Jane and which was Ruth. Jane always seemed to wear old clothes, clothes for riding horses and for working with them. Ruth, on the other hand, was always in a fresh, clean dress, her hands were never dirty and her hair was always neat and tidy.

Next, after clicking on the Vocabprofile link, you get the following page. We will click on the link for the BNC-20 NEW! There are other programs, but the BNC-20 is the one we will use today. The BNC-20, or British National Corpus, is a 100-million-word collection of samples of written and spoken English from a wide range of sources. It was compiled as a general corpus (text collection) in the field of corpus linguistics. The corpus covers the late twentieth century from a wide variety of genres with the intention that it be a representative sample of spoken and written British English of that time.

Then, the following page appears. Where it says Title, you type the title of the text. In the large box, you paste or type your text. In the lower white bar you put all the proper nouns from the text. There is no need to profile proper nouns. Then hit Submit window. Remember, we used the first three paragraphs from Brat Farrar as our example. The result is a page that looks like this:

First, the numbers for the text are given. In the chart below, I have re-created the above information. Across the top of the chart we see Level, Families, Types, Tokens, % and Cumulative %. The K1 level refers to the most 1000 frequently used words, K2 refers to the next 1000 frequently used words. And so on. Looking at the K1 level words, we can see that there are 58 word families in this text, 66 types of words, and they are used 109 times, for 91.60% of the text. If we look at the cumulative total for K1 and K2 words, we see the number 96.64%. Only
3.36% of the words are above the K2 level. This indicates that this text is fairly easy to read. *(As a comparison, university entrance exams reading components are usually in the 70% range for K1 and K2 words.)*

Second, the output page for the document continues. Looking at the data below, we read the text (sans punctuation). The words in blue are from the K1 list; those in green are from the K2 list; yellow refers to the K3 list and pink to the K5 list.

<table>
<thead>
<tr>
<th>Level</th>
<th>Families</th>
<th>Types</th>
<th>Tokens</th>
<th>Coverage%</th>
<th>Cum%</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1:</td>
<td>58</td>
<td>66</td>
<td>109</td>
<td>91.60</td>
<td>91.60%</td>
</tr>
<tr>
<td>K2:</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5.04</td>
<td>96.64</td>
</tr>
<tr>
<td>K3:</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2.52</td>
<td>99.16</td>
</tr>
<tr>
<td>K5:</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.84</td>
<td>100.00</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>76</td>
<td>119</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Integral text: *why can not you eat more politely jane like your sister ruth said bee across the lunch table she is better at spaghetti than i am that is all said jane i can not be bothered with things like that her aunt bee looked along the table at the twins jane and ruth and smiled they were almost ten and were exactly the same but it was never difficult to tell which was jane and which was ruth jane always seemed to wear old clothes clothes for riding horses and for working with them ruth on the other hand was always in a fresh clean dress her hands were never dirty and her hair was always neat and tidy*

*The output page then continues with the list of tokens, types and families for the text.*

As was mentioned in the beginning of this article, this program is used to establish the difficulty level of vocabulary of the text you input. Teachers could then use the results to determine which vocabulary in the text to teach in depth and which vocabulary to quickly explain.

If you would like assistance in working this or any other program on Tom Cobb’s website, please do not hesitate to ask me.

*(Jean-Pierre Richard)*

**English Plus update**

A number of listening texts were added to the website [http://web.mac.com/j.p.richard/iWeb/Site%202/English_Plus.html](http://web.mac.com/j.p.richard/iWeb/Site%202/English_Plus.html). At present, most of the listening exercises are for senior high school students.

There are two listening pages of exercises for senior students. One page (JC & J-P’s Listening Check) consists of short conversations. The other (More Listening Practice) includes vocabulary-focused, idiom-focused, news reports, and mini essays. These will be good practices for the university entrance examinations.

I have created two types of exercises for each listening activity: a cloze (fill-in) and a multiple choice quiz. Both exercises will be done using the computer. Unfortunately, I need a different web host for these exercises. My mac.com website cannot host them. JC Sagawa and I have spoken with Uchiyama-san, Ichikawa Gakuen’s computer specialist, to see if we could use the school’s server to host the exercises. He is debating whether to allow this request. I cannot take the students to the site until those exercises are available.

In the future, it would be great if younger students could also use the listening activities for practice and study. Toward this end, I have added an “Easy Listening” page. At present, there is only one listening activity here. I hope to slowly build this up.

Again, visit the site (name: Ichikawa; password: Gakuen). If you find any problems, please let me know.

*(Jean-Pierre Richard)*
The first week of classes of the year is always fresh and exciting with new classes, classmates and teachers for the students; new students, classes and colleagues for the teachers. This year was no different from previous years except that team-teaching has begun.

**Benefits of team-teaching**

Benefits for both students and teachers of team-teaching were identified by Goetz (2000). For the students, observing the two teachers cooperate in English is a model of teamwork and communication. Equally, with two teachers in the classroom working together, the teacher-student ratio is lowered. Furthermore, the very fact that two different teachers are in the classroom, each with his or her own teaching styles, means that each student will have a greater opportunity to experience lessons that matches his or her own learning style. Finally, for the teachers, team-teaching is an excellent way to learn and develop new teaching methods, skills and activities.

**Tips for better team-teaching**

Goetz (2000), Benoit & Haugh (2001), Murai (2004) and Tonks (2006) list tips for successful team-teaching. These include time, effort, inside and most importantly, outside of the classroom in the planning process.

Tonks (2006) argues that to make team-teaching successful, much of the effort “must take place outside of the classroom” in identifying goals for the students and teachers. Tonks, stresses that team teachers “must make team building a priority” and that teachers maintain a positive attitude. This may include a discussion of each other’s strengths and weaknesses.

Richards discusses the strengths and weaknesses of the native-speaker and non-native-speaker teacher. For example, while some Japanese teachers may lack confidence in speaking, Japanese teachers often have superior meta-linguistic knowledge, that is knowledge of grammatical terms and structures. Also, Japanese teachers know from experience, the difficulties and pleasures of learning English.

Goetz maintains that as part of the planning process “teachers discuss what materials will be taught, who will teach them, how will they be taught, if and how small groups of learners will be created, how will learners be evaluated and how they will evaluate the team teaching program as a whole” (2000).

Benoit and Haugh (2001) list planning, eye contact between teachers in the classroom, shared hand gestures to communicate, assigning different roles for different activities, and echoing, that is teachers support each other and the language by repeating what one teacher.

Murai (2004) points to the usefulness of checklists while planning to assign not only who will teach each point but how that point will be taught.

**Team-teaching at Ichikawa**

Akiba-sensei and I team-taught a number of reading and writing lessons for Sen. 3 students and one class for Sen. 2 students between April 9th and April 12th.

Beginning April 16th, the students in Junior 2 will experience team-teaching at Ichikawa. The students in this grade will each have 2 team-taught lessons: the first focuses on future careers with “will”/”be going to”; while the second has the students preparing dialogues and skits at a restaurant. If you have time, I invite you to our team-teaching lessons.

**References**


(Jean-Pierre Richard)