JALT Oita Presents the 10th Annual *JALT 7s* on Saturday, May 18th, 15:00-18:00

Timetable:
15:00 – 15:05– Introduction of event and speakers

15:05-15:20
Presenter: Derrick Apple
Title: Manga in the classroom: English language learning with Japanese style comics

Presentation Summary:
Language education can take many forms, but few of them come in the form of Japanese comics known as Manga. The Sachi Chronicles is an English language learning textbook that focuses on reading, speaking, and writing but what really sets it apart is that the content comes in the form of a fully integrated manga. It also has a Moodle powered online component with tests and exercises to reinforce vocabulary and content comprehension and provide the reader with instant feedback. The presentation will be an overview of this unique take on language education as well as its reception by the students using to textbook now.

15:20 – 15:35
Presenter: Hanako Schwehr
Title: Integrating CLIL and Tourism English Education

Presentation summary:
In Japan, there has been an explosive increase in inbound tourists, leading to a growing demand for the development of individuals capable of using tourism English. This presentation aims to share an educational practice plan for the Content and Language Integrated Learning (CLIL) and Tourism English course. The basic overview of CLIL and the differences between it and Content-based Instruction (CBI) will be explained. Subsequently, the importance of CLIL and tourism English education, as well as the needs and challenges associated with teaching tourism English, will be discussed. Finally, an explanation of the approach to designing classroom activities using CLIL Instructional Guidelines, as demonstrated by Ikeda (2012), and the introduction of actual examples of classroom activities and planned materials will be provided.

15:35 – 15:50
Presenter: John B. Collins
Title: Improving Student Motivation, Engagement and Learning Outcomes in Online ESL Classes using Kahoot! Quizzes

Presentation summary:
This presentation introduces the results of a survey conducted regarding student perceptions of the use of Kahoot! quizzes in online undergraduate ESL classes during the Covid19 pandemic. Within a broader framework of gamification and intrinsic motivation, the survey focused on learner engagement, motivation, anxiety, and learning outcomes. Questions relating to quiz length, time and frequency were also asked. The survey took place against a backdrop of ongoing online classes and a desire on the teacher's part to raise student motivation and engagement. A total of 77 undergraduate students at the Nippon Bunri University College of Business and Economics, and the College of Engineering completed the survey and the results indicated overall support for the use of Kahoot! as an effective way of boosting both student motivation, engagement, and learning outcomes.

15:50 – 16:05
Presenters: Billy Priest
Title: Gamification in the L2 classroom: Engagement and Motivation

Presentation summary:
As part of ongoing efforts to increase student engagement, motivation, group cohesion, and classroom participation and to reduce absenteeism, ennui, and behavior issues, action research has begun this semester in which a variety of games and game-like aspects have been integrated into three university English-language classes at the CEFR B1 level. These include a semester-long game that the class plays as a team and many smaller games that students play as individuals, pairs, and small groups. This presentation will introduce some of these games, how they are integrated into curriculum,

and briefly discuss the early results of introducing gamification in this context.

10-minute break

16:15– 16:30
Presenter: Rheumi Jai
Title: Enhancing ESL Classroom Engagement and Instructional Effectiveness through Periodic Feedback Using Mentimeter

Presentation summary:
This study proposes using Mentimeter to conduct period feedback on instructional quality and student understanding of course content at the Pre-Intermediate Level at a Japanese University. Traditionally, feedback is collected at the end of semester which limits instructors' ability to improve in real time. This proposal seeks to address this limitation by allowing instructors to gather feedback from students throughout the semester, thereby promoting active engagement and enabling timely adjustments to teaching methods and course content.

16:30 – 16:45
Presenter: Martin Teshome
Title: Enlivening Classes with Communication Sheets

Presentation summary:
Students often experience their classes as passive learners. To encourage active participation and deal with issues such as fatigue and lack of motivation, I have devised simple communication sheets for some of my English classes. Their simplicity allows them to be used in various contexts and for multiple purposes. Mainly, I have used them to encourage students to discuss warm-up questions and practice grammatical patterns. The communication sheets are collected at the end of the class and returned in the following class. This has improved student participation by providing a clear purpose for the activities and shifting the focus away from the teacher. Also, the physical aspect of students standing up and moving around the classroom tends to boost their energy levels.

16:45 – 17:00
Presenter: Todd Roger Beuckens
Title: Rethinking PPP

Presentation summary:
Most teachers are familiar with the lesson flow model of PPP, or Present, Practice and Produce. The presentation will look at an alternative model - OEC, which stands for Orientation, Experimentation, and Creation. The aim of the presentation is to contrast deductive style lessons versus inductive style lessons and compare the benefits and limitations of both.

17:00– 17:15
Presenter: Michael Phillips
Title: 'Audio journaling' in advanced university classes

Presentation summary:
Audio journals (or alternatively, audio diaries) are a means by which language educators can have their undergraduate students capture spoken reflections in a target language. As expressive reflective records, they allow students to recall learning-related classroom activity, while also considering more carefully its significance and explaining some of the impact that it has had on their own learning experience. As a response to a general student lethargy to written reflections, particularly in courses with other complex writing activities, a smartphone recorded version was devised by which the students' "true voice" could be heard. While primarily a development within business electives, the format has also been easily adapted for use at the advanced 1 level as well. Students are guided via a simple format (paralleling written paragraph structures) usually within a period of 4:00 to 5:00 minutes. The washback, in increased effective levels of learner agency and autonomy, for example, is noticeable and facilitative for increased classroom engagement. In the presentation, a simple review of this approach will be given while highlighting the numerous benefits that the format offers both the learner and educator.

17:15 - end - Final comments/questions