



## OKINAWA JALT & TYL SIG

2022 21st Century Language Teaching  
Sunday, October 2nd, 2022  
(15:00-19:00 Tokyo Time)

令和4年10月2日(日)  
(15:00-19:00 東京時間)

# MOTIVATING STUDENTS: ENERGISING TEACHERS

## KEYNOTE TALK AND WORKSHOP BY PENNY UR

- "USING LEARNING-RICH GAMES WITH YOUNG LEARNERS"
- "INCLUSIVE TEACHING: ADDRESSING THE NEEDS OF DIFFERENT STUDENTS IN THE ENGLISH LESSON"



# FOREWORD

As the weather begins to cool all over Japan, Okinawa is still enjoying summer-like weather. We hoped this conference could have been held face-to-face with all of you, but are pleased with the virtual option. Despite this minor setback, the Okinawa Chapter of the Japan Association for Language Teaching (JALT) and the Teaching Young Learners (TYL) SIG are delighted to co-host the 2022 21st Century Language Teaching conference. Our theme this year is *Motivating Students: Energising Teachers*.

We are excited to welcome an exceptional Keynote speaker, Penny Ur, to share her ideas and experiences teaching younger learners. We look forward to seeing her talks on learning-rich games and addressing the needs of different students.

Okinawa JALT is one of 32 regional chapters within JALT. In addition to regional chapters, there are 30 Special Interest Groups, which allow members to explore their area of interest with like-minded educators.

The TYL SIG is a special interest group that focuses on teaching children ages 0-18. Our annual collaboration with Okinawa JALT is one of TYL's largest events and is usually held in the warm, subtropical island of Okinawa. We look forward to sharing this special day with you all.

If you are interested in joining our exciting chapter or SIG, please contact our membership chair at [okijalt@gmail.com](mailto:okijalt@gmail.com).

Finally, we would like to take this opportunity to express our gratitude to all of the volunteers and the team of officers who have been working 24/7 to help create and promote an atmosphere of learning, sharing, and professional development. We would also like to thank the presenters who will be sharing their expertise and we are looking forward to their interesting and insightful presentations. Our sincere gratitude is also extended to our Associate Member Cambridge University Press Japan for their generous prizes.

Welcome to our event!

*Anne Hendler, Max Diaz, & Martin Sedaghat  
Conference Co-Chairs*



# WELCOME TO OKINAWA JALT

# SCHEDULE

15:00-15:05 Registration: Main Zoom Room  
Opening Remarks

15:05-15:50 **Opening Keynote: Penny Ur**  
**Main Zoom Room**

## Raffle

10-minute break

16:00-16:30 Session 1: Presentations

16:00-16:50 Session 1: Workshops

## Raffle

10-minute break

17:00-17:30 Session 2: Presentations

17:00-17:50 Session 2: Workshops

18:00-18:50 **Keynote Workshop: Penny Ur**  
**Main Zoom Room**

18:50-19:00 Closing Remarks

19:00 Social Event with Presenters & Attendees



# OPENING KEYNOTE

**Opening Keynote Speaker:**  
**Penny Ur**  
**Using learning-rich games with young learners**

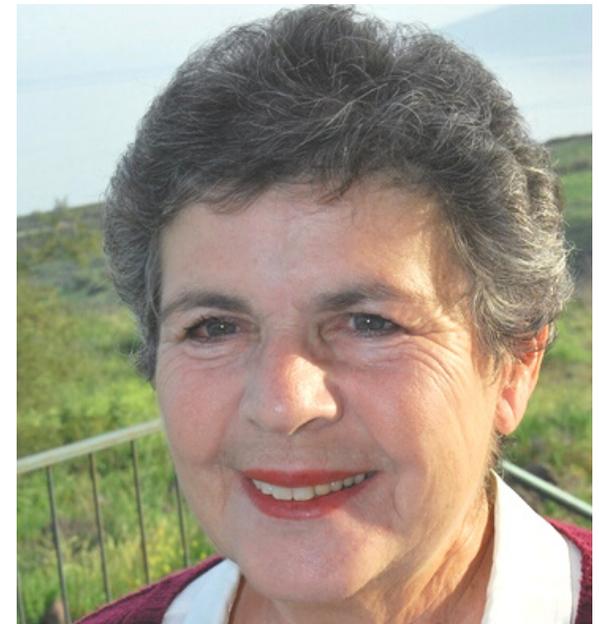
**Main Room**  
15:05-15:50

Penny Ur is an experienced English teacher at primary and secondary level in Israel, and has lectured and published extensively on English-teaching methodology. Her main interest is the design and use of practical classroom language-teaching procedures and materials, on which she has written a number of books, including *Five minute activities* (with Andrew Wright) (1991), *Grammar practice activities (2nd Edition)* (2009), *Vocabulary activities* (2012), *A course in English language teaching (2nd Edition)* (2012), *Discussions and more* (2014), *Penny Ur's 100 tips* (2016), *Penny Ur's 77 tips for vocabulary teaching* (2022), all published by Cambridge University Press.



## Summary

This talk will begin by defining 'game' and 'play', and will then go on to explore the place of these in the language classroom. It cannot be taken for granted that because a game is connected to English and keeps students happily employed it is therefore worth doing. Many so-called language-learning games simply waste time on fruitless 'busy-ness', and may irritate serious students who realize that they are not learning much. I will try to identify some characteristics of learning-rich games or playful tasks, with examples, and suggest some ways in which routine classroom procedures can be transformed into game-like and enjoyable activities while clearly promoting effective engagement with target language features or providing opportunities for fluency practice.



After the Keynote we will have a short break where you can ask questions or go to the Chillout Room and socialize. Additionally, after each session we will also have a break of 10 minutes, and of course, attendees and presenters can also stay in the Chillout Room to continue discussions until the next session begins.

# **Raffle Prizes from Cambridge**

**TO BE ANNOUNCED!**

## Deigo Room

### How to Teach Programming to Young Learners in English

Presentation, English 英語

#### Amy Braun

Mirai no Hako

Teaching programming has taken off in Japan since MEXT introduced it as a subject in elementary schools in 2020. English schools have also been offering programming courses as getting a job with high-paying IT companies such as Apple or Google also requires employees to have high-level English. The current trend in teaching young learners about coding is to use programs and games that incorporate the idea of block programming. This presentation will talk about how to teach the beginning stages of block programming to students from ages 3 to 12. We will discuss the most appropriate stages to teach programming to each developmental age. The presenter will talk about how non-native students learn English with coding. Also, the presenter will talk about various in-class games, toys, sites, and programs that can help educators teach programming effectively. And the best part is that you don't need prior knowledge to teach coding or to attend this presentation. You don't even need to have a computer to teach programming. Come to the presentation to find out why.



## Shikwasa Room

### Developing Intercultural Understanding Through Picturebooks

Presentation, English 英語

#### Emily MacFarlane and Martin Sedaghat

Picturebooks can fulfill many roles for young learners, such as telling memorable stories and increasing interest in language, but they can also bring the 'cultures of many Englishes to our classrooms', motivating and supporting learners 'to look beyond their own worlds and positively experience others' (Mourão, 2015, p.203). This presentation will showcase and discuss the results from two small-scale projects designed to begin developing intercultural understanding through picturebooks in young learner English classrooms in Japan. The activities were carried out in private preschool and public elementary school settings, and used worksheets, artwork, and informal observations of learners' reactions to generate data. The first project focused on the daily lives and habits of children from seven different countries, and asked learners to reflect on both the differences and similarities with their own culture. The second project explored the subject of names, allowing learners to think about the origin and meaning of their own given names. Results suggested that if young learners are given opportunities to actively examine and discuss a different culture, even only through picturebooks, it could foster positive attitudes to the target culture or people. The presenters will also talk about their processes for choosing picturebooks to match learner levels, and offer advice for teachers who would like to improve their learners' cultural literacy.

## Workshop 1 Room

### Story-based CLIL for (Very) Young Learners

Workshop, English 英語

#### Sylvie Dolakova

Stories are considered a traditional treasure of each culture. A simple story can cater for all areas of children's early learning. Children immerse into the topic of the story in every activity they do, they do not need a long introduction and motivation at the beginning of each lesson. In them they absorb and compare global perspectives of different cultural backgrounds.

Stories offer a large platform of activities that help children to understand, use the phrases from and re-tell their contents. The activities represent a wide scale of games, cards, worksheets and ideas for language development, maths, science, music, art and movement. Children immerse into the story from different angles using effectively all the areas of learning, cultivating language skills, logical thinking, developing executive functions, practising fine motor skills and multisensory perception.



## Orion Room

### **Perceptions and attitudes of Japanese elementary school 6th grade students towards corpus-based activities in the EFL classroom**

Presentation, English 英語

#### **Martin Spivey**

University of Birmingham

Data-driven learning (DDL) is the direct (or indirect) use of corpora by students in language learning. There is a growing body of research into the efficacy of DDL as a pedagogical approach (Boulton & Vyatkina, 2021). However, the vast majority of the research investigates university students (Boulton & Cobb, 2017; Pérez-Paredes, 2022) and there are very few studies to date into pre-tertiary learners, especially children of elementary school age (Crosthwaite, 2020). This presentation presents the results of a small-scale, exploratory mixed-methods study into five 6th grade Japanese elementary school students and their attitudes towards corpus-based activities. The participants studied verb-noun collocations in four weekly online lessons and data were collected via a pre-study survey, post-class questionnaires, and post-study interviews. The findings show overwhelmingly positive attitudes towards the DDL activities overall, although some issues were raised which could complicate the potential implementation of DDL instruction with young learners. These will be discussed, as well as ideas for future research which could assist in furthering our knowledge of how elementary school students learn foreign languages and what role corpus-based study may have in their language education.

## Coral Room

### **Question Everything: A Classroom Framework**

Presentation, English 英語

#### **Jacob Schnickel**

Jissen Women's University

The presenter will share a language-teaching framework that seeks to address challenges associated with mixed ability levels and differing areas of interest. The method is based around sets of questions that students choose or create themselves, thus ensuring that each student has a unique classroom experience that reflects his or her interests. Simple to implement, It is a framework that can be used as the basis for an entire language course or as a supplemental activity. The presenter will share an overview of the teaching method as well as examples of the ways in which it can be used for writing exercises, speaking practice, vocabulary development, interviewing skills, fluency training and language assessment. This presentation will likely be of interest to educators seeking to provide personalized learning experiences for the individual students in their classes.



## Workshop 2 Room

### **Moving Beyond the Words in the Textbooks: Promoting Authentic Learning in the EFL Classroom**

Workshop, English 英語

#### **Namiko Tsuruta**

Global Language Institute

Discussions are buzzing around 'tankyu gakushu' (inquiry-based learning) with MEXT's new Course of Study promoting STEM in the next couple of years. But how will this new approach to learning affect English education overall? Moreover, how will the implementation of these new guidelines affect teachers' workloads in primary and secondary schools, where lesson planning is still predominantly determined by the pages of their textbook? Furthermore, the lack of content, diversity and inclusion, and the surface level approach to important global issues in the textbook must inevitably be addressed with supplementary materials in the classroom.

The presenter hopes this workshop can be a place for practitioners to share their current thoughts about the new textbooks, and collaborate to gain new insights and ideas to give our learners more agency. More emphasis will be on offering practical and innovative solutions in the classroom and virtually to help our learners acquire more vocabulary.



# SESSION 2 17:00-17:50

## Champuru Room

### **Planning in the Moment: A child-led approach to Early Years and how it can be successfully applied in an international or ESL environment**

Presentation, English 英語

#### **Dale Berry**

Berry English Nursery/Preschool

Dale Berry is the Owner and Headteacher of Berry English Nursery/Preschool in Kawagoe, Saitama. As someone with 17 years of experience working in Early Years in Japan at various levels, a father of two and someone who navigated the UK education system with ADHD, he would like to share his motivations for, and journey in, choosing an emergent Early Years curriculum for an ESL environment, finally deciding on EYFS and ITMP.

Dale would like to give an introduction to the approach, share what has been learned so far, the challenges and benefits of such an approach, and how it can be applied to any learning environment. He would also like the opportunity to share personal experiences of how creating an enabling environment with many opportunities, invitations to play, access to materials and uninterrupted play has led to measurable outcomes for each unique child and some extraordinary results.



## Tofuyo Room

### **The Communicative Grammar Approach: A Happy Medium**

Presentation, English 英語

#### **Erica Iwasaki**

RareJob Incorporated

To-infinitives, gerunds, past participles: Do these terms fill you with fear, or could you speak about them for hours? The EFL world is commonly split between those who love grammar and those who hate it. Grammar enthusiasts are accused of sacrificing realistic use of English in order to “teach for the test,” focusing on bizarre sentences such as the infamous “this is a pen.” Opponents of grammar-centered lessons often claim that their way of teaching English helps students to see it as a tool for communication. However, their lack of focus on accuracy also causes issues as students progress in the language. As a professional EFL curriculum developer, I push for a happy medium, which I call the Communicative Grammar Approach. Just as students naturally picked up their L1 grammar in order to communicate with the world around them, I believe that EFL grammar should always be taught with the aim of communicating with others. The Communicative Grammar Approach helps students do better on tests, as the focus on actual use of the language makes it easier for them to recall the correct sentence structures and conjugations. Likewise, the approach helps students who prefer to aim for task-based goals to achieve them more smoothly and confidently. In this presentation, I will be sharing tips on how to incorporate the Communicative Grammar Approach in all types of lessons. For teachers who must “teach for the test,” I will explain how to focus on specific grammar points without sacrificing natural communication. For teachers more interested in task-based lessons, I will explain how to incorporate grammar instruction and feedback in a way that nicely complements their lesson goals. Teachers will have an opportunity to ask specific questions in a Q&A at the end.



## Workshop 1 Room

### **Reading is Still Fun(damental): Encouraging Reluctant Readers with 21st Century Technology**

Workshop, English 英語

#### **Jermaine Gordon-Mizusawa**

Edogawa University/Ryutsu Keizai University

Apparently, it is so rare to see children and young adults curling up with a physical book and reading for pleasure these days, that news outlets like The Guardian back in 2020 report when it happens. Research in the UK suggests that only one-fourth of those under 18 read each day and in the US, of 13-year-olds surveyed, only 17% said they read for fun daily. For Japanese, the latest PISA for reading shows students at an all-time low ranking, which experts have attributed to a recent trend of aliteracy in young people. In fact, several countries on the international list reported lower reading scores, including other developed countries like the US. Studies show that there is a direct correlation between having an intrinsic desire to read and future academic performance, not to mention job prospects and salary potential. This reluctance to read leads to problems in reading comprehension, and a lack of vocabulary, but also slows down the learning process in general in other subjects as well. Therefore, if reading is an issue in one’s own language, the problem is exacerbated when trying to teach children second and foreign languages. So how can teachers engage students and make reading fun, especially in another language?

This workshop will discuss the selection of specific types of video games, media, and other materials and technologies to address issues regarding reluctant readers, especially in the context of second and foreign language acquisition. It will outline what type of materials to look for and how to use them to encourage reading and improve reading speed, comprehension, pronunciation, phonics skills, and vocabulary, as well as possibly identify any underlying learning disabilities. The materials and techniques discussed are appropriate for all reading levels and ages and can be used for non-native and native speakers alike as well as how to adapt these techniques for distance, face-to-face, and hybrid learning.

## Workshop 2 Room

### Playing Hybrid Bingo to support speech to text learning in EFL classrooms

Workshop, English 英語

#### Chaya Bluma Gadenyan

Every class includes a heterogeneous group of learners. Playing games keeps students engaged while reviewing material which some may already have mastered. The competitive aspect of bingo heightens the students' desire to pay attention. The students' engagement fosters increased internalization and retention of whatever they are learning.

In this workshop, participants will be introduced to a variety of bingo games designed specifically for young learners of English as a Foreign Language. The hybrid nature of the bingo games demonstrated intentionally leverages the advantages of physical and digital modes of instruction. Each student marks his/her own unique physical board (a printed pdf file suffices). The teacher projects an interactive digital file including audio to the entire class. This format enables learners to hear words in English and immediately gain knowledge of the meaning and textual representation of those phoneme strings. Participants will discover how to easily change the content and/or scope of a bingo game to best suit their specific pedagogical goals. From recognizing and tracing initial phonemes to mastering alternative vowel spellings, the possibilities are unlimited. All the digital tools used are freely available on-line so you too can have fun creating educational bingo games.

## Workshop 3 Room

### TBLT workshop: How to empower the students

Workshop, English 英語

#### Yoko Takano

Okidoki Eigo School/NUFS

Based on SLA research and theories, TBLT works well to make L2 learners active in the classrooms. However, what kinds of activities are effective for the target students? This presenter had done action research with 7th grade students from 2016 to 2018 and noticed that this communicative language teaching made students motivated toward language learning and helped them improve their communicative competences. Due to this positive research result, this presenter has been doing TBLT for L2 learners (G2-G6 group, G7-9 group, SH 1-3rd group) in her small private school since 2018, and these students enjoy these activities because they are all meaningful lesson contents. Furthermore, their performance tests (speaking and writing) have been evaluated and gradually students show their incidental grammar acquisition. This workshop explains what kind of TBLT are useful for YL and attendees can make their original class activities for their target classes.



# KEYNOTE WORKSHOP

**Penny Ur**

**Inclusive teaching: Addressing the needs of different students in the English lesson**

**Main Room**

18:00-18:50



## Conference Proceedings

All presenters are invited to submit conference proceedings for publication in the TYL SIG journal, The School House.

Submission guidelines can be found here: <https://jalt-tyl.net/submission-guidelines/>

Archives of past issues can be found here:

<https://jalt-tyl.net/publications/>



After the Keynote, we will have a short closing statement and then an online social networking event for attendees and presenters. So bring drinks and snacks, and we look forward to making new friends and continuing old friendships. We hope to see many of you there!

## CLOSING REMARKS

MAIN ROOM  
18:50 – 19:00

## NETWORKING EVENT

MAIN ROOM  
19:00 – ∞

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