



## OKINAWA JALT & TYL SIG

2021 21st Century Language Teaching

Sunday, October 3rd, 2021  
(13:00-17:30 Tokyo Time)

令和3年10月3日(日)  
(13:00-17:30 東京時間)

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GMT+9)

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Online Conference

Website Link:  
<https://okijalt.org/>

# 2021 21st Century Language Teaching: Children and Technology



Yitzha Sarwono



Cheryl Chia



# 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. 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 2021 21st Century Language Teaching conference. Our theme this year is *Children and Technology*.

We are excited to welcome two exceptional Keynote speakers, Yitzha Sarwono and Cheryl Chia, to share their ideas and experiences teaching younger learners. We look forward to seeing their talks on their current views on language learning and teaching.

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.

Welcome to our event!

*George MacLean & Anne Hendler*  
*Conference Co-Chairs*

*Grant Osterman*  
*TYL SIG Coordinator*  
[tylejalt.org](mailto:tylejalt.org)



# WELCOME TO OKINAWA JALT

# SCHEDULE

12:30–12:55 Registration: Main Zoom Room  
Opening Remarks

13:00–14:00 **Opening Keynote: Yitzha Sarwono**  
**Main Zoom Room**

## Raffle

15-minute break

14:15–14:45 Session 1: Presentations

## Raffle

10-minute break

14:55–15:25 Session 2: Presentations

## Raffle

10-minute break

15:35–16:05 Session 3: Presentations

## Raffle

10-minute break

16:15–17:15 **Closing Keynote: Cheryl Chia**  
**Main Zoom Room**

17:15–17:30 Closing Remarks

17:30 Social Event with Presenters & Attendees  
**2 More Exciting Raffles**

# OPENING KEYNOTE

**Opening Keynote Speaker:**  
**Yitzha Sarwono**  
**“Teaching Kindergarten in the Age of  
the Pandemic”**

## Main Room

13:00–14:00

Yitzha Sarwono was a kindergarten teacher at Kidea School, Jakarta, Indonesia. She taught kindergarten there for 11 years. She was active in training teachers and implementing a Montessori-based curriculum at her school and other schools in Indonesia. She has been an active member of iTDi since 2011. Currently, she is teaching part-time in Kanagawa.



## Abstract

When the COVID-19 pandemic started, teachers needed to rapidly adjust their teaching styles and even the resources they use. This was harder for some than it was for others. Teaching kindergarten was already a difficult task, but the pandemic made it a whole lot tougher because of the need to teach classes online. In this presentation, I will explain the methods that I employed to make sure learning could continue despite having to teach using smartphones only. I will share stories about the mistakes we made, the triumphs we enjoyed, and the software that we used. I will also explain some of the simple activities that I did using smartphones in my kindergarten classes.



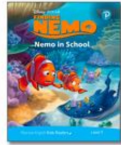
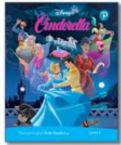
After the Keynotes we will have a short break where you can ask questions or go to the Chillout Room and socialize. Additionally, after each session we will also have a break of 10 minutes, and of course, attendees and presenters can also stay in the Chillout Room to continue discussions until the next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



# Raffle Prizes from Pearson

## LEVEL 1 PACK

Level  
1



## LEVEL 2 PACK

Level  
2

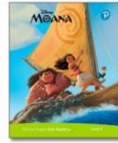
## LEVEL 3 PACK

Level  
3



## LEVEL 4 PACK

Level  
4



## LEVEL 5 PACK

Level  
5



## LEVEL 6 PACK

Level  
6



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# SESSION 1 14:15-14:45

## Hyperdocs Room

### Hyperdocs for Conducting English Lessons

Presentation, English 英語

English textbooks only touch the surface of what English teachers are truly capable of teaching. The author proposes more emphasis be given to creating their own content from different sources. The most effective way to organize and distribute this content is by sharing it through a Google Document with links and content. This “Hyperdoc” becomes the central piece of an engaging, inspirational, and educational class.

Timothy Ang  
Kansai University



## Intensive Online Room

### Organization, Implementation, and Design of an Online Intensive English Program

Presentation, English 英語

As the past year has shown us, teaching online is a demanding task. Not only must materials be available online, but teachers have to organize and facilitate how students will use those materials to achieve the learning goals of the class. But teaching is only one side of the equation. Being able to learn online is just as demanding. Commonly seen problems in face-to-face classes such as shyness and lack of confidence can be exacerbated in students who lack necessary computer skills. Overcoming these challenges to create an online English course that is both communicative and collaborative is the topic of this presentation. In this session, participants will see the planning and processes that went into the preparation and delivery of an online 10-day intensive English program. This synchronous program was taught by two teachers, attended by 172 students, and included over 60 graded assignments. Topics covered in this presentation will include student management, course organization, lesson design, feedback, and ICT skill development.

Ross Miller  
Otemon Gakuin University





# SESSION 2 14:55-15:25

## Authentic Materials Room

### Authentic Materials in the EFL Classroom

Presentation, English 英語



Authentic materials such as songs, movie clips, and comic books can be a powerful motivator for language learners, but how and when should they be used? This workshop will examine the meaning of authenticity and the benefits for learners. It will also look closely at authentic materials for listening and reading, as well as activities to prompt speaking and writing. Ideas for how to bring this kind of content into your classroom will be shared, along with different ways to utilize it, and even how to make your own materials. Finally, important questions for teachers planning to include authentic materials in their lessons will be discussed. This workshop is designed for teachers working at any level, and will include resources that can be adapted to different contexts.

Martin Sedaghat

Niigata University of Health and Welfare International  
Preschool

## Action Research Room

### How 5th Grade Students Develop Their Communicative Competences: Action Research Report

Presentation, English 英語

Fifth grade students in Japan are taking part in English classes in their elementary schools now and some of them are commuting to other English classes after school. Since some parents strongly hope that their children can acquire English skills and keep their confidence in communication in English to achieve their goals in 21st century. To respect the strong demands, this presenter has been providing communicative lessons in her home in Nagoya to support these local students. Based on the theory of communicative competences (Savignon, 1997), this presenter explained how focus on form instructions (FFI) described by Ellis (2006) were useful for 8th grade students (4 boys and 1 girl) to improve their communicative competences (Takano, 2018) and has started new action research with 5th grade students (2 boys and 2 girls) to examine whether this theory and approach are effect for younger learners since last April. The students have been getting the FFI every Wednesday for 70 minutes and are gradually improving speaking skills. This presentation will show the result of performance tests, students' work, and FFI activity sheets to explore how 5th grade students develop their communicative competences

Yoko Takano

Okidoki Eigo School/NUFS





# SESSION 3 15:35-16:05

## Active Learning Room

### Emphasizing Active Learning in the midst of Social Distancing

Performance in Education SIG Invited Speaker  
Presentation, English 英語

The unpredictability of the COVID-19 pandemic has affected the way we engage in the classroom. Due to this, it has also become a norm to do online classes or even hybrid classes. With these effects of the pandemic, it is a challenge for young learners to learn in such an environment. This workshop would like to focus on how classroom games, dances, and other activities conducted pre-pandemic are recreated while considering the social distancing protocol. Through examples and short activities in this workshop, the challenge of being engaged in online, hybrid, or face-to-face classes will be addressed in order to motivate the students to actively participate in their learning environment.

Ma. Wilma Capati  
Soka University





# CLOSING KEYNOTE

**Closing Keynote Speaker: Cheryl Chia**  
**"Raising Mentally Strong Children"**

**Main Room**  
16:15-17:15

With more than 20 years' experience in brain fitness training, Cheryl is an accomplished physiotherapist who is also the founder of BrainFit, an entity that specialises in scientific brain fitness training. Cheryl holds a Masters Degree in Physiotherapy Studies from the University of Queensland, Australia. She was awarded a full scholarship from KK Hospital and was also the overall coordinator for paediatric neurology physiotherapy there. She has lectured in Nanyang Polytechnic and is a much sought-after speaker, including at events organised by MediaCorp-SMART Parents, the Child Guidance Clinic and schools. She is a frequent invited guest on Parenting Made Easy Radio 93.8, where she shares her expertise on brain fitness to help parents raise smarter and more resilient children. Cheryl is also an author and a mother of two young girls.

## Abstract

When you are met with setbacks, there are two ways which your brain can evaluate the situation: "the glass is (or always) half empty" or "the glass is (or always) half full". The way your brain thinks will affect your moods, emotions, mental states, and behaviours. It's not always easy to be positive, but it can make a huge difference in your life. Optimism has been shown to improve health and happiness, increase productivity, and reduce stress. With stresses brought on by continual uncertainty from the pandemic, the issue of fortifying our learners' (and even our own) mental health, is more pressing than ever. Join us as we explore "Learned Optimism", a concept introduced by the pioneer of positive psychology and famed author, Dr Martin Seligman. Learning to be optimistic means developing the ability to recognize negative self-talk and replacing pessimistic thoughts with more positive ones. Indeed, adults and children alike can learn how to become more optimistic so as to safeguard our mental health and develop greater resilience.



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  
17:15 – 17:30

## NETWORKING EVENT

MAIN ROOM  
17:30 – ∞



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