OKINAWA JALT

**HOLT 2022
Online Workshop**

**Sunday, March 20, 2022
(13:00-16:30 Tokyo Time)**

令和4年3月20日（日）
（13時00分－16時30分東京時間）

Please ensure you have the latest version of Zoom installed. Enter HOLT 2022 through the Zoom access information found below, and please make sure your Zoom name is the same you used to register for the conference.

**Website Link:
https://okijalt.org/**

**Zoom Access:
Meeting ID: 864 1405 4967
Passcode: 394268**

Hands-On Language Teaching (HOLT) 2022 Online Workshop

FOREWORD

The Okinawa Chapter of the Japan Association for Language Teaching (JALT) is delighted to host the Hands-On Language Teaching (HOLT) 2022 Online Workshop!

The purpose of HOLT 2022 is to demonstrate activities that can be used to help students take advantage of the various learning opportunities available to them, including those presented by online and hybrid learning environments. Finding ways of encouraging learning in the language classroom can often be frustrating, particularly with learners who fear being exposed or who become apprehensive or panic at the thought of having to participate in person or through an online medium.

We hope the activities and discussions demonstrated at HOLT 2022 will help guide students and teachers towards rich language development.

We would like to take this opportunity to express our gratitude to all of the presenters, attendees, and the volunteers who have been working 24/7 to help create and promote an atmosphere of learning, sharing, and professional development. Thank you once again for joining us at HOLT 2022. We are looking forward to the many interesting and insightful presentations from everyone!

The Okinawa Chapter is one of 32 regional chapters within JALT, in addition to 30 Special Interest Groups. We have members from a broad range of teaching contexts, from pre-K-12 to postsecondary schools and private language schools. We have a diversity of nationalities and areas of specialization. We encourage you to learn more about our organization and consider becoming a member of JALT, one of the largest and most active professional organizations for language teachers in Japan.

Welcome to our event!

Anne Hendler & Max Diaz
Hands-On Language Teaching 2022 Online Workshop Co-Chairs

WELCOME TO OKINAWA JALT!

SCHEDULE

13:00-13:05 **Welcome**

13:05-13:25 Session 1: **George MacLean**

13:30-13:50 Session 2: **Ross Miller**

13:55-14:15 Session 3: **Max Diaz**

14:20-14:40 Session 4: **David Kluge**

14:45-15:05 Session 5: **M. Delano Cannegieter**

15:10-15:30 **Coffee Break**

15:35-15:55 Session 6: **M. Delano Cannegieter**

16:00-16:20 Session 7: **Brian Gallagher**

16:25-16:30 **Closing Remarks**

16:30-16:50 **OkiJALT Ordinary General Meeting**

HOLT 2022 OVERVIEW

We invite presenters to hold "speed" workshop sessions explaining activities that aim to improve learners' language development through interactive and communicative tasks. Today's ideas will be added to our online repository of lesson plans/ideas that others can incorporate into their classes. The "speed" portion of the workshop is due to the 15-minute presentation format allotted to each presenter. In the spirit of HOLT, the remaining time for each session will allow non-presenting participants to ask questions and/or share their own ideas.

The speed workshop sessions held today consist of practical teaching ideas and hands-on activities. These activities cover a broad range of teaching ideas and contexts.

All learning materials discussed at HOLT 2022 and recordings of the presentations will be shared online on the OkiJALT website (https://okijalt.org/) after the workshop.

We will have a 5-minute break in between each session to allow everyone time to set up their session.

SESSION 1 13:05-13:25

George MacLean
(george@gec.lab.u-ryukyu.ac.jp)
University of the Ryukyus

Analyzing and Presenting Poetry Using Workspace

Target Language: English
Learner Language Level: Intermediate+
Learners: Senior High School; University
Minimum Number of Learners: 2
Activity Time: 15-60 minutes
Preparation Time: 30 minutes
Preparation:
1 Create a list of poems you like/think are educational.
2 Find poems online & copy them into a spreadsheet.*
3 Find videos of the poems with captions.
4 Link the videos to the poems' titles.
* Explain Fair Use for Education to students.

Steps

1. Present & explain overview with Analyzing Poetry presentation.
2. Allow students to preview poems in small groups.
3. Ask students to choose a poem (provided or else-wise discovered).
4. Explain how to write in spreadsheets (optional).
5. Explain internet search and inserting hyperlinks (optional).
6. Distribute Presentation Explanation & discuss.
7. Set a date for students to present about their poems.
8. Distribute Peer & Self Evaluation Form to be used during presentations.
9. Send teacher-peer-self feedback to each student.

Possible Variations: Many steps are optional. Participants can choose which parts they want to use.

Reference: https://slidesgo.com/

Class Handouts:
https://docs.google.com/spreadsheets/d/1G3ipBOS9xDsXG8h1xt8WbqQPA88988fSGK9eug78C-Q/edit?usp=sharing

https://docs.google.com/presentation/d/1jIWKUV6ffPYk-rXYsAqZNZcLkN-t-AXjaqlsQLk2zhk/edit?usp=sharing

SESSION 2 13:30-13:50

Ross Miller
(rem@rossemiller.net)
Otemon Gakuin University

News Hour: Students News Reports

Target Language: English
Learner Language Level: Any
Learners: Elementary School; Junior High School; Senior High School; University; Adult Learners
Minimum Number of Learners: One goal of this lesson is cooperation and collaboration between partners, so while this lesson can be done with 1 learner, groups of 2 or 3 students might make it more interesting for them.
Activity Time: Initial introduction of task takes about 30 minutes. Students can expect to spend 2-4 hours working on the task.
Preparation Time: 0 to minimal

Steps:

The goal was for students to create an informative "news" story about some aspect of their university. Divide students into groups of 2 or 3. Once topics have been decided, have students:

1. Brainstorm interview questions as a class. Teacher and students can comment on the quality of the questions. Teacher puts questions on display (PowerPoint or blackboard). Teacher can guide students to ask "better" questions if needed.

2. Students are sent out to conduct interviews with specific personnel. Students are asked to record the interviews with their smartphones.

3. Using information collected from the interviews, student groups write a report that is intended to replicate something that might be seen in a local newspaper.

4. Students use computers or smartphones to make a TV report of the same story.

5. Students share their stories with the rest of the class.

Possible Variations: Variations include using different forms of media. For example, other versions could be made: a radio version, a website version, change from a news program to group discussing the topic in a podcast, etc.

SESSION 3 13:55-14:15

Max Diaz
(max.diaz@polyu.edu.hk)
The Hong Kong Polytechnic University

Soliciting Suggestions for Plagiarism Prevention

Target Language: English
Learner Language Level: Intermediate (CEFR B1-B2); Advanced (CEFR C1-C2)
Learners: University; Adult Learners
Minimum Number of Learners: 1

This workshop session is soliciting audience opinions and thoughts on strategies to reduce plagiarism by students in university and postgraduate-level classes.

SESSION 4 14:20-14:40

David Kluge
(klugenanzan@gmail.com)
Nanzan University

**Live Music Video: 🎵
A Readers Theatre Activity Using Song Lyrics**

Target Language: English
Learner Language Level: Beginner (CEFR A1–A2); Intermediate (CEFR B1–B2); Advanced (CEFR C1–C2)
Learners: Any
Minimum Number of Learners: 2
Activity Time: 10 minutes for each group
Preparation Time: Depends on time available and degree of quality accepted by students and teacher
Preparation: Select a song for its lyrics

Steps:
1. Show the music video of the selected song.
2. In groups, discuss the music video.
3. Distribute the song lyrics.
4. Read and repeat.
5. In groups, students read lines.
6. Students decide how many people will read a line.
7. Students volunteer for lines.
8. Teach the rubric.
9. Students choose important words.
10. Group reads through the lyrics.
11. Students decide where/how they stand.
12. Students decide where/when/how they move.
13. Group practices.
14. Group performs.
15. Students and teacher evaluate.
16. Add the emotional aspect.

Reference: Murphey, T. (1992). *Music and song*. Oxford University Press.

SESSION 5 14:45-15:05

M. Delano Cannegieter (M.A. TESOL)
(plzsmile2000@yahoo.com)
Takachiho University

**Happiness VS Meaningful Content:
Changing 'I Wish' To 'I Can!'**

Target Language: English
Learner Language Level: Any
Learners: Junior High School and Older
Minimum Number of Learners: 2
Activity Time: 40+ minutes
Preparation Time: 15 minutes

Steps:

Goals to be explained to learners:
(a) give learners chances to track their progress
(b) create more chances for students to succeed
(c) create opportunities for students to share meaningful content in their L2
(d) develop a skill that will improve the quality of their life outside of the classroom

1. Ask learners to write down three or four activities/things that they are good at.

2. Ask learners to write down five or six activities/skills that they wish they were better at.

3. Learners work in pairs and share their lists of answers from number 2 above.

4. Each student selects 2 activities/skills that will improve the quality of their life/make them happier/healthier, etc.

Requirements:
(a) The activity should be easy to repeat daily for 21 days.
(b) The activity should be free.
(c) The activity should be easily documentable/trackable.

5. After the instructor has reviewed the two challenges, all students start the project.

6. Once a week, allow students to share the data of their activity.

7. After 3 weeks, stop the project and allow one week for students to create a poster/PowerPoint slide showing their data/screenshots for one of their two activities.

8. In breakout rooms, have a dress rehearsal. Let students practice

9. Finally, learners watch the presentations, while taking notes in Japanese.

Extra:
10. Learners write a paragraph about the most impressive/inspiring project.

Possible Variations:

Option for Writing classes:

Follow steps 1-6.

7. After 3 weeks stop the project and let students start on the first draft of their reaction report.

8. Ask learners to write 3 paragraphs. Learners should highlight the key points/challenges/changes before, during and after the project.

9. Students share the results of their 3-week experiment with their partner/classmates.

References:

Helgesen, M. (2021). *English teaching and the science of happiness: Positive psychology communication activities for language learning*. ABAX Publishing.

MacIntyre, P. (2016). *Positive psychology in SLA*. Multilingual Matters.

Seligman, M. (2011). *Flourish: A new understanding of happiness and well-being and how to achieve them*. Free Press.

SESSION 6 15:35-15:55

M. Delano Cannegieter (M.A. TESOL)
(plzsmile2000@yahoo.com)
Takachiho University

Student-Led Warm-Up Activities Gone Wrong!
Why Student-Centered Classes Are Still Valuable
Even Online

Target Language: English
Learner Language Level: Intermediate (CEFR B1-B2);Advanced (CEFR C1-C2)
Learners: Senior High School; University; Adults
Minimum Number of Learners: 5
Activity Time: 15 minutes
Preparation Time: 8 minutes
Preparation: Timer

Steps:

1. Make groups of 3 or 4 students and assign a date when they will be in charge of a warm-up activity
2. The instructor should introduce one warm-up activity for the first 3 weeks.
3. Give students 10 minutes to brainstorm and prepare in their breakout rooms.
4. Allow each group to become 'the teacher' for 10 minutes.
5. Encourage student-teachers to dress like a teacher, act like teacher, explain the activity easily in English, use BGM, include examples, special sounds, assign a time keeper, applause sign boss, and point keeper.
6. Finally, at the end of class, give all groups 10 minutes to brainstorm/prepare for the following week's warm-up activity.

Goal:

(a) Students realize that they are an integral part of the success of the class.

(b) Help students relax and mentally prepare for English classes via an ungraded activity.

(c) Make the class more student-centered, create more chances for students to create meaningful content.

(d) Develop empathy. Student-teachers realize how challenging it is to prepare meaningful content for 20 non-responsive students.

References:

Taylor, B. (1983). Teaching ESL: Incorporating a communicative, student-centered component. *TESOL Quarterly*, *17*(1), 69-88.

O'Neill, G. & McMahon, T. (2005). Student-centered learning: What does it mean for students and lecturers. In G. O'Neill, S. Moore, & B. McMullin (Eds.), *Emerging issues in the practice of university learning and teaching* (pp. 30-39). Aishe.

SESSION 7 16:00-16:20

Brian Gallagher
(briangallagherinowariasahi@gmail.com)
Meijo University

Speaking with Your Hands

Target Language: English
Learner Language Level: Any level
Learners: Senior High School; University; Adults
Minimum Number of Learners: 2
Activity Time: 10 minutes
Preparation: Click on the YouTube link only. Will present in Zoom using YouTube

Steps:

1. Inform students that the only rule for the activity is that they must try to do all the gestures and NOT STOP until the video is stopped.
2. Students watch the video with no sound and follow the gestures of the speaker until the time is up.
3. Students are asked what the speaker was talking about. Any idea? No?
4. Watch the video again, this time with the sound on. Copy the gestures again until the video is over.
5. Ask students what gestures they could remember.
6. Pair students and have them gesture to each other (like table tennis, back and forth) and have the partners call out the gesture. Hooray.
7. Remind students to use gestures in everyday conversation. Enjoy them, overact, relax, have fun.

Possible Variations: Could be used with any other video with a very animated speaker.

Reference:
Video courtesy of TED.com
https://youtu.be/chXsLtHqfdM

Video to presentation:
https://www.youtube.com/watch?v=N-rT7V3HUHs

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Okinawa JALT has two main purposes: (1) professional development for language teachers; and (2) promoting language education in the community. Our events feature world-renowned scholars as well as local language professionals. We hold workshops to help our members with practical teaching needs.

We also provide opportunities for our members to make presentations and publish research. By working together as a dedicated community of professionals, we can share ideas and improve the quality of our teaching. Workshops and presentations are generally held throughout the year.

We also offer "Flex Events" for those wishing to organize their own workshops or conferences.

Become a member of the Okinawa JALT chapter!

The Japan Association for Language Teaching (JALT) is a nonprofit organization dedicated to the improvement of language teaching and learning. JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate.

Through JALT, you can become a member of a local chapter. Consider joining Okinawa JALT and having access to a team of dedicated teachers who help each other!

2022 Okinawa JALT Events

- Jan 30 (Sun): Trends in Language Teaching 2022 (TLT2022)

- Feb 27 (Sun): Diversity Feminist Language Games and DEI Tactics to Enrich EFL Pedagogy in Japan, Co-Sponsored with Yokohama JALT

- Mar 20 (Sun): Hands-On Language Teaching (HOLT)

- Jul 17 (Sun): Summer Language Teaching Symposium

- Jul 29-31 (Fri-Sun): PIE SIG 4th PIE: Research & Practice Conference/Student Showcase/Film Festival, Co-Sponsored with PIE SIG

- Oct 9 (Sun): 21st Century Language Teaching Conference with TYL SIG

For more information, please visit our website!
https://okijalt.org/

DISCLAIMER: Events may be in-person, hybrid, or online depending on the situation.