Procedure

Step 1: Use one or two example sentences to explain a single technique and go through all six techniques.

Step 2: Give some example sentences and have groups of students guess the unknown and highlighted word, as well as how they got the answer. Write down the answers on a small whiteboard.

Step 3: Show students the answers that are written on the board. If there are different answers among groups, they can express their thoughts to support their answers. Finally, the instructor will judge the answers and give the point to the group that has the most accurate answer.

Step 4: After the introductory group work is done, pass out the reading material and word list. Have students read in groups and circle the words that are on the word list.

Step 5: Tell students to work in groups to figure out the meaning of the words on the list by using the SADIE-O technique.

Step 6: Students then share what they think each word means with other groups. This might be done by making a sentence with the word, drawing a picture, or doing a gesture. The group that has guessed the correct definition of the word gets a point.

Step 7: If it is impossible for any group to figure out the answer, let students look up the meaning in a dictionary. In this case, no one gets a point.

Step 8: Repeat Steps 5-7 until all the words on the list have been completed. The group that gets the most points wins.

Step 9: Last, each group reads the passage again and uses as many of the words on the list as they can to make up their own story.

Conclusion

This lesson introduces several word guessing strategies and games that can motivate students to learn new words in an interactive and enjoyable way. Moreover, giving them a chance to figure out and use different new words throughout the year will improve their ability to not only learn new words but also how to use them in a meaningful context.

Appendix

The appendix is available from the online version of this article at https://jalt-publications.org/tlt/departments/myshare.

[RESOURCES] *TLT* WIRED

Paul Raine

In this column, we discuss the latest developments in ed-tech, as well as tried and tested apps and platforms, and the integration between teaching and technology. We invite readers to submit articles on their areas of interest. Please contact the editor before submitting.

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Paul Raine has been a Japan-based teacher and coder since 2006. He has developed the web-based language teaching and learning platform *TeacherTools.Digital*, and many other web-based tools.

Interactive Videos with PlayPosit

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Video is arguably one of the most captivating tools a teacher can use to engage learners. Krashen (2011) states that "interest may be not enough for optimal language acquisition. It may be the case that input needs to be not just interesting but compelling" (p. 1). Video offers a rich and compelling source of L2 input that not only exposes learners to authentic language, but also serves to stimulate various aspects of second-language acquisition, such as vocabulary and comprehension (Lin, 2014; Peters, 2020; Rodgers & Webb, 2019). Furthermore, recent developments in web-based video technology are giving birth to new and exciting ways to stimulate students' motivation to learn, transforming what is traditionally passive content into an active learning experience. There is a plethora of online applications that allow educators to create interactive content using video; however, only a handful of these applications cater to educators. One such application is *PlayPosit*, an interactive web-based video platform, which allows users to add formative assessments to

videos. Educators can select almost any online video and augment it with time-embedded activities such as graded questions, reflective pause, open discussion and much more.

Figure 1
Screenshot of a Bulb in PlayPosit

Getting Started with *PlayPosit*

PlayPosit (https://go.playposit.com/) is mobile-friendly and offers both free and pro plans. Currently, their free basic plan allows educators to create unlimited video activities (called bulbs), monitor students' progress, and utilize a repository of video lessons. Basic users are limited to 100 learner attempts per calendar month, but there are no limitations on the number of bulbs they can create. Pro users will have unlimited bulb attempts, plus 100 minutes of direct video upload per year. Once you create an account with *PlayPosit*, you will be prompted to create your first bulb. You can choose a bulb from *PlayPosit's* extensive database of shared interactive videos or you can paste a link to a video on *YouTube* or *Vimeo*. Once your video is added, you are given the option to use the entire video clip or only part of the video to be used for the activity. It is also possible to combine multiple videos to be used in a single bulb.

Figure 2
Adding a Video From YouTube *to* PlayPosit
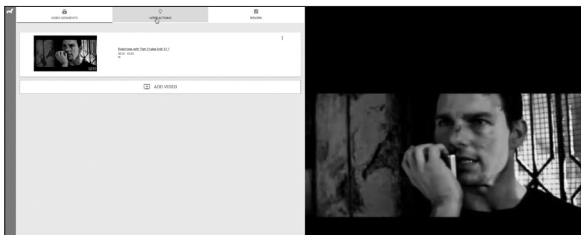
Question Types

PlayPosit allows educators to embed user responses, graded questions, media elements, and open discussion interactions into video timelines. The following time-embedded activities are available to both basic and pro users.

Multiple Choice

Students are presented with several options to choose from in response to a question. This question type has one correct answer.

Free Response

This enables students to demonstrate understanding via a text response and/or through sharing images and audio.

Poll

Students are presented with several options to choose from when responding to a question. Students can only choose one answer option without receiving corrective feedback on their response.

Check All

Students are presented with several options to respond to a question. This question type can have more than one correct answer, but students will only receive full points if they choose all of the correct answers.

Fill in the Blank

Students are presented with a phrase that is missing one or more words, and they must fill in the blanks with the correct words.

Discussion

This allows students to post responses and/or reply to comments posted by other students in real time.

Reflective Pause

This interaction gives students the opportunity to pause and reflect on video content. It is also an opportunity for educators to supplement information that is not covered in the video.

Embedded (Web Link)

This interaction allows students to view and interact with a website while viewing the video lesson. This is useful for providing supplemental information to students.

Figure 3

Adding Interactions to PlayPosit
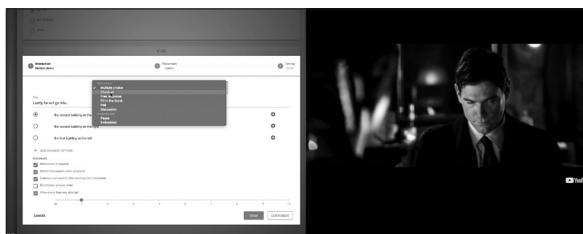
PlayPosit Class

PlayPosit makes it easy for students to join your class by clicking on a single URL. It is also possible to add students via a .csv file. Having a class allows educators to assign bulbs to learners, monitor their students' bulb attempts, and give grades. Once a class has completed an assigned bulb, educators can then open the bulb overview in which they are presented with a question-by-question breakdown of all student responses to each question. From here, teachers have the ability to manually grade certain interactions and can also download student grades as a .csv file. Furthermore, learners can take notes on a video via the Notes tab. Student notes have clickable timestamps and are visible to the

Figure 4

PlayPosit *Gradebook*

instructor. Lastly, *PlayPosit* can be set up in many Learning Management Systems (LMS) such as *Moodle* and *Blackboard*. Details on how to create a class and connect *PlayPosit* to an LMS can all be found on the *PlayPosit* website.

Gamification with *PlayPosit*

Gamified activities focus on increasing user participation by incorporating game elements, such as points, awards, and immediate feedback to motivate learners. According to Werbach and Hunter (2012), gamification is "the use of game elements and game design techniques in non-game contexts" (p. 26). One example of how to gamify a lesson using *PlayPosit* is to create a choose-your-own-adventure-style bulb. In such an activity, if a learner selects a specific answer or if they get a question right or wrong, the learner can skip to a different point in the video. Students receive points as they progress through the adventure. Also, discussion forums can be added, allowing learners to debate the next best path.

Learner-Made Bulbs

Learner-made bulbs are a fantastic way to empower students. Students have access to the *PlayPosit Designer*, which allows them to upload their own videos and add interactions. Once learners submit their learner-made bulb, the *PlayPosit* monitor page provides instructors with several options, such as being able to preview and edit a bulb before sharing with others as well as the ability to grade and add feedback to the bulbs. Please note that this feature is only available in the pro version of *PlayPosit*.

Conclusion

PlayPosit offers a full range of interactive video affordances, which support flipped and blended learning environments. In the author's experience, *PlayPosit* has been an excellent tool for integrating videos as authentic learning materials in the EFL classroom. It is a user-friendly application designed for educators that serves as not only an excellent tool for formative assessment, but also as a way to further engage students in the learning process.

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[JALT PRAXIS] YOUNGER LEARNERS

Mari Nakamura & Marian Hara

The Younger Learners column provides language teachers of children and teenagers with advice and guidance for making the most of their classes. Teachers with an interest in this field are also encouraged to submit articles and ideas to the editors at the address below. We also welcome questions about teaching, and will endeavour to answer them in this column.

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Getting Young Learners to Speak Out in Class

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In my capacity as a teacher-trainer and presenter at teacher-development workshops and seminars over the years, I have often shown video footage of my lessons to other teachers. At these times, teachers are very often surprised by how expressive in English my students appear to be. There is surprise that my students don't hesitate to use English, they don't display reluctance to interact with each other in English, and that they don't use Japanese in class. Lesson footage of my elementary school-aged students in particular attracts teachers' interest because lessons for this age-group are only once a week, and in other classrooms around the country this age-group often uses a lot of Japanese in class.

Through a large number of lesson observations over the years, and through conversations with other teachers, I have noticed a number of features of English language lessons in Japan.

1. Teachers often use Japanese in their lessons, and their students do, too.

2. Teachers often use English only in their lessons, but their students use Japanese.

3. Teachers often apply an "English only" rule in the classroom. The students however appear quiet, a little shy perhaps, and there is a general reluctance to speak out.

In all of these cases, most of the English that students say in the classroom is textbook English or "Target English" that is repeated or practiced. Students very rarely *use* English. It would seem that while teachers want their students to "communicate in English", in reality it's not really happening.

This short video (https://youtu.be/nbeuZlMq3AA) is a collage of some of my lessons. Although originally designed for the purpose of demonstrating examples of communication in the classroom, it serves this article well because students of a variety of ages are speaking out in class.

Because I have generally been able to get students to speak out in practically all of my classes, including those with so-called "shy" children, I'm often asked "How do you do it?"

I've always been interested in student *output*. I've always found it more interesting when students USE *their* English than when they *repeat the textbook* English. As a teacher, I am more inspired by students using English than students practicing English because I like to be surprised by how students express themselves. When students use English, it lets us know how effective we are as their teachers. Because of my obsession with students' output, I have identified the following three important factors that help students' output to develop and grow.

1. **An All-English class environment**. Details on how to create this can be left for another article, but it helps when students and teachers share a common attitude of "We study English, so we need to USE English inside the classroom, not Japanese."

2. **The teacher's care when reacting to and correcting students' errors**. This too needs not