Step 5: Instruct each group to collectively (or individually if proficient enough) write a procedure for how to draw the picture on their template. They should use imperatives, prepositions, ordinal numbers, and adverbs of sequence (for example, *First, draw a circle; Next, draw two squares on top of the circle*). The procedures will have about seven or eight steps.

Step 6: When each group has finished, make new groups of learners. Organise the new groups so that each member has a different procedure.

Step 7: Learners take turns to read their procedure and the other learners must listen, follow the instructions, and attempt to draw the picture as accurately as possible. Learners should then guess what they think the image is.

Variation

A variation of the activity is to provide blindfolds for each learner when listening and drawing the picture which produced positive results according to a study by Harpia et al. (2020). This will enable learners to listen more carefully to instructions and improve their vocabulary retention and will also ensure that learners cannot see and copy the pictures drawn by other learners. The use of blindfolds also gives the activity an extra layer of enjoyment which often causes raucous reactions when learners remove their blindfolds and see the drawing that they have produced.

Conclusion

This activity provides an enjoyable way to practice multiple language skills through writing, reading, speaking, and listening. It is a quick and effective activity to prepare and will last for an entire class.

Reference

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Appendices

The appendices are 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.

Enhancing the Functionality of YouTube and Netflix with Language Reactor

John Syquia

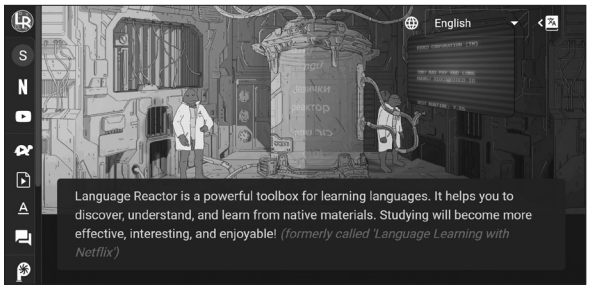
Teachers often recommend that students increase their exposure to native materials outside of the classroom using popular streaming sites such as YouTube and Netflix. Using these resources can be challenging, however, due to a number of factors such as the wide range of vocabulary, fast speaking speed, and unfamiliar pronunciation. As making the jump from textbook materials to native materials can be quite daunting, learners typically use a number of strategies, such as using dictionaries, watching a video multiple times, and viewing L1 subtitles. However, all of these strategies can be a bit cumbersome and impede learners from simply enjoying the materials. Fortunately, a solution to this dilemma is Language Reactor (https://www.languagereactor.com), a free plugin for the Google Chrome browser. After describing how to get started with Language Reactor, I will detail how it can help learners to improve their listening comprehension, vocabulary knowledge, and pronunciation.

Getting Started

After visiting the website, users are prompted to select, from over 50 choices, the language they are studying and their native language. Note that this plugin is only available for Google Chrome at this time, and is unavailable for mobile phones, tablets, and televisions. Although a number of resources are shown on the left side of the homepage, this article will primarily describe the functionality of Language Reactor within YouTube and Netflix (see Figure 1). After successfully installing the plugin, a small Language Reactor icon will appear in the upper-right corner of the browser window.

Figure 1

Language Reactor Homepage



Listening Comprehension

Language Reactor aids listening comprehension by simultaneously displaying subtitles in both the L1 and L2. Additionally, a transcript in either the L1 or L2 can also be displayed on the right side of the screen (see Figure 2).

The dual subtitle function can help teachers accommodate classes of students who have different native languages. For example, a teacher could show an English video in class with subtitles in Japanese and Chinese to help students understand the main ideas. Then, the teacher shows the video again with only English subtitles in order to have students focus on the language used in the video. This function is also quite useful outside of the classroom, as well. For example, say two people want to watch *Squid Game* with the original Korean audio. However, neither of them speaks Korean: one person's native language is English, and the other person's native language is Japanese. Language Reactor offers the perfect solution to this predicament.

Figure 2

Displaying Dual Subtitles and the Transcript

Vocabulary Knowledge

Language Reactor also contains several useful features for increasing vocabulary knowledge. The first of these is a pop-up dictionary. When users encounter an unknown word in the subtitles or transcript, they simply hover over it and an L1 definition appears. If they click on the word, the program pronounces the word, displays example sentences, and provides links to external dictionaries. Thus, Language Reactor simplifies looking up unknown words while watching videos. This is useful because research has found that lexical knowledge is one of the primary factors affecting listening comprehension, and estimates of necessary lexical coverage (i.e., percentage of known words) range from 90% (Giordano, 2021) to as high as 98% (Stæhr, 2009).

Learners can also set their relative vocabulary level, and the program will highlight words that they might not know. Another useful function is the ability to tag words in different colors, such as marking unknown words in yellow. Finally, if users upgrade to the Pro version (currently ¥800 per month), unknown words can be saved, added to Language Reactor's flashcard program, Phrase Pump, or exported to a text file for use with another vocabulary program such as Anki (https://apps.ankiweb.net). Like Anki, Phrase Pump also utilizes spaced repetition, although it is not as customizable.

Pronunciation

Yet another useful feature of Language Reactor is the auto-pause function where videos will pause after each line of speech. This feature makes it simple to practice shadowing, a pronunciation activity where learners mimic the rhythm, intonation, speed, and connected speech of natural language samples (Lambert, 1992). Without Language Reactor, line-by-line shadowing can be tedious

as it requires pausing the video precisely between speaker turns.

Limitations

As noted earlier, Language Reactor is only available for the Google Chrome browser on a PC and users of the free version cannot save or export lists of words they wish to study. In addition, most other functions are in beta. Finally, it is unclear what vocabulary list was used to create the frequency bands.

Conclusion

Language Reactor's enhanced functionality for YouTube and Netflix might not be necessary for the language classroom, but it can be particularly useful for self-study. Considering that students are familiar with YouTube and that many have Netflix accounts, the burden of having students adopt a new study method is greatly reduced. However, it is not readily apparent how to use Language Reactor, so teachers who wish to introduce the program to their students should spend a few minutes of class time showing its functions and settings. If teachers empower their students to self-study using resources such as Language Reactor, learners are more likely to make the leap from textbook to native materials, and therefore reap the benefits of increased exposure to the target language.

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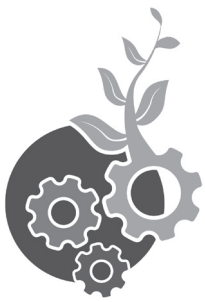


Navigating the World of Big Tech's Teacher Education Certification Programmes: A Comparison of Apple, Google, and Microsoft's Offerings

Chris Hastings

Aichi Prefectural University

The COVID-19 pandemic significantly impacted worldwide information and communication technology (ICT) learning. Studies (e.g., Tejero, 2022) have shown that emergency online classes revealed a gap between teacher and student ICT literacy; however, the acquired ICT knowledge is currently used in face-to-face or hybrid learning environments. Additionally, other studies (Cendana & Winardi, 2021; Hassani, 2021) have revealed that due to the pandemic, language teachers have had to adapt to new methods of home-based online professional development and that language teacher education programmes need to consider more deeply the need for technology inclusion, development, and promotion in their curricula.

Considering these two points, it is an opportune time to revisit the various technology companies' teacher education offerings and accreditation programmes (Milliner, 2016). This article will compare the teacher education programmes offered by Apple, Google, and Microsoft, introduce the experience of a teacher who completed an advanced innovator programme, and finally give recommendations about choosing programmes and promoting one's qualifications to potential employers.

The Big Three

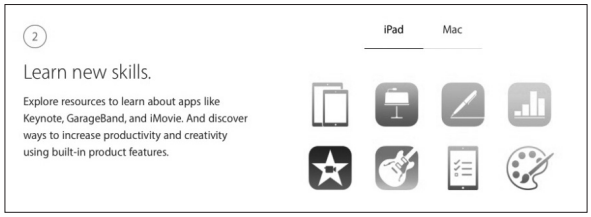
Apple, Google, and Microsoft all provide teacher education certification programmes that aim to provide educators with the knowledge and skills to effectively integrate the respective companies' technologies (both hardware and software) into their teaching practices in pedagogically appropriate ways. Each programme offers online, self-paced courses teachers can take to earn certifications and badges.

Apple Teacher

The Apple programme emphasises the ability to creatively use Apple products, such as iPads and Macs. To gain Apple's primary certification of Apple Teacher, visit the Apple Education Community (https://education.apple.com) and register using an active Apple ID. After doing this, you will be able to access the learning resources. First, choose a track (you can complete both if you wish), iPad or Mac (see Figure 1), and then complete eight badges: iPad or Mac, Pages, Keynote, Numbers, iMovie, GarageBand, Productivity, and Creativity. Apple estimates it will take about two hours per badge. You must score at least 80% to gain certification.

Figure 1

Choose the iPad or Mac Path



Google Certified Educator

You can access these learning materials through the Google for Education website (https://edu.google.com), but you will need a Google account to track your progress and ultimately get a certificate. The primary certification has two levels (see Figure 2), and, of the three companies' programmes, it is the most rigorous. Level 1 takes roughly twelve hours, and level 2 about ten hours. After completing the training, there is a three-hour online assessment for each level where you must turn on your webcam. There is also a $10 fee for the level 1 exam and a $25 fee for the level 2 exam. For the training and assessment, rather than multiple-choice questions, you will be required to practically demonstrate your knowledge of Google products, such as Gmail, Google Classroom, and YouTube, by responding to scenarios likely to arise in a classroom. Each certification also requires you to requalify every three years. The strength of the Google programme is that it will help teachers train learners to work collaboratively using various Google products.

Figure 2

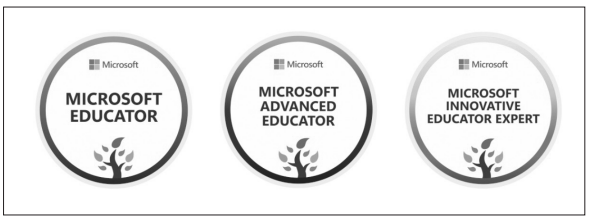
Google Levels of Certification

Microsoft Innovative Educator

Microsoft has three primary programmes (see Figure 3), which you can access from the Microsoft Educator programme page (https://learn.microsoft.com/en-us/training/educator-center/programs/microsoft-educator). You will need a personal or organisational Microsoft account to log in and access the learning materials. The initial Microsoft Educator badge comprises six modules and will take approximately five and a half hours to complete. The modules include the best strategies to use in hybrid, remote, inclusive, and blended learning environments, and for increasing accessibility, using Teams, doing flipped instruction with PowerPoint Recorder, and using OneNote. Each module comprises videos and text, with a final multiple-choice quiz at the end. One of the advantages of choosing Microsoft is that their programmes have existed in some form since the early 2000s, and they adequately prepare teachers to deliver hybrid and online learning.

Figure 3

Microsoft's Educator Programmes



Choosing a Programme

When choosing a potential programme, there are several factors to consider: your institution's infrastructure, your workflow preferences, your pedagogical views, and how much time and money you are willing to invest.

With the advent of the GIGA School Program, more investment is now being made into school and university infrastructures (MEXT, 2020). Currently, Microsoft has the largest share of the market in Japan (Ishizaki, 2021). Few schools or universities have branded themselves as official Microsoft, Google, or Apple schools, but it should be evident if your employer has. It is more likely that your school simply has access to a company's suite of tools. To maximise your investment, you should research which company's tools your institution (or an institution you seek employment at) uses and choose accordingly.

Advanced Programmes

In addition to the entry-level programmes, each company also provides trainer and innovator courses. The innovator courses typically require you to develop and showcase a teaching project using one of the three companies' products. If you are someone who relishes a challenge and wishes to be seen as a change agent, you may wish to consider applying for one of these programmes. Here is a quote from a teacher (Anonymous, May 4, 2023) who completed the Apple Distinguished Educator (ADE) programme:

> I applied for the ADE programme because it sounded perfectly tailored to me and my interests at the time (around 2012): I was fairly fluent in Apple technology and I was an educator. I was also excited about the hardware and software that was being released at the time: iPads and iBooks Author. The best part of the programme was meeting the talented educators from around the world who are using the technology, and not only Apple's, in interesting ways. I would recommend it to people who currently work in an Apple environment and are looking for new ideas and expanding their professional network.

As you can see, the opportunities for networking and collaborating with accomplished educators from around the world make taking one of the various innovator courses (see Figure 4) an attractive proposition. Additionally, here is another quote from a teacher (Anonymous, May 4, 2023) who completed the Microsoft Innovative Educator Expert programme:

> I initially enrolled in the MIE Expert programme having done a lot of the Microsoft Learn courses when we were teaching online during the pandemic. I found the courses really helpful and engaging, and my digital skills have improved immensely. The MIE Expert programme had the extra motivation of being part of a community, although I have not involved myself in this much yet due to other time commitments. As a language acquisition teacher, I have found tools such as Immersive Reader, Read Aloud and Dictate particularly helpful, as well as integrating Flip into my teaching. Having followed the courses, these tools are now part of my everyday practice and the feedback from students is very positive.

This comment illustrates well the earlier point about Microsoft's strength in providing training for hybrid teaching and also the teacher found value in the motivation it gave them and the positive feedback from their students.

Figure 4

Certifications for School Leaders

Conclusion and Recommendations

In conclusion, by completing these certification programmes, teachers can better apply technology to their teaching and share this knowledge with their learners and colleagues. Furthermore, these certifications on a resume can help to distinguish candidates and demonstrate their commitment to professional development. The Japanese government has recently started to seriously invest in ICT development in schools for teachers and learners (MEXT, 2020), so it is a great time to explore the various companies' offerings and how they might benefit you professionally. Finally, be aware that prospective hiring committees may not be aware of the precise nature of these certifications. When listing certifications on your resume, I recommend briefly explaining what you are trained to do. Also, when interviewing, rather than simply mentioning your certification, show awareness of the institution's ICT infrastructure (e.g., their iPad programme or student Microsoft 365 accounts) and say precisely how your certificate will allow you to contribute to online, hybrid, and in-class learning using technology.

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[JALT PRAXIS] YOUNGER LEARNERS


Martin Sedaghat & Emily MacFarlane

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.

Email: jaltpubs.tlt.yl@jalt.org

Using LoiLoNote for Improving Lesson Flow and Student Engagement in Elementary English Lessons

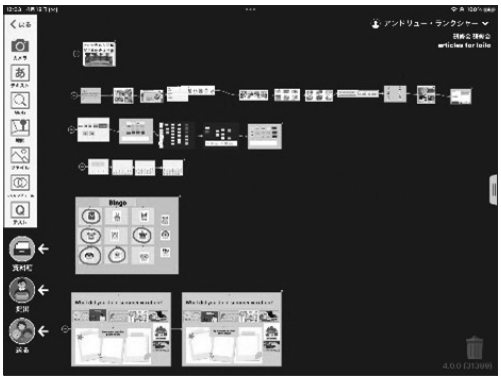
Andrew Lankshear

This article introduces some of the main features of LoiLoNote School (hereafter, LoiLo) which I have found to be extremely useful in my young learners' classrooms. LoiLo is a cloud-based learning platform, created in 2014, that is used widely throughout Japan's compulsory education institutions. More than 2000 schools are currently subscribed to it (LoiLo, 2023). The students within my own private school in Koriyama, Fukushima prefecture have each had a tablet (iPad) since 2021 and we have used LoiLo since 2019. My students are now all adept at using it and I, too, with lots of guidance from my teacher colleagues (and some of the students!) have discovered how the paper-based things I used to do can now be done more efficiently on this digital platform.

So, what is LoiLo? It is a cloud-based desktop on which you save information within multimedia cards (Figure 1). The multimedia cards can store videos, website links, PDFs, audio, text, and/or images. The cards can be stacked, connected, imported, resized, and moved freely both around the desktop and within other, larger cards. A desktop, with its stacks of cards, can be made for each separate class within separate folders, which helps me to easily store and retrieve materials for future use. I can also easily share those cards with students (and other teachers) who are exclusively registered to that class.

Figure 1

LoiLo Note Desktop



Given its ease of use and wide-spread uptake, research into LoiLo has been increasing with research topics ranging from the metacognitive development of students in mathematics (Tateishi, 2023), to facilitating the education of taste awareness (Kobayashi et al., 2022), which has been conducted