

students that they must come up with an original dance move together. Model some simple dance moves, telling them that the moves do not need to be difficult or complicated. Play the dance song with a repetitive beat on repeat while the students create their dance move.

Step 6: After dance moves have been decided, put students into new groups with at least five students in each group. Students should not be grouped together with their previous partner.

Step 7: Ask students to stand in a circle with their group and decide who will show their dance move first. With the music playing, the first student shows their dance move to the group. The person to their left repeats the first dance move, then does their own dance move. The third person repeats the dance moves they saw, then adds their own. This repeats until the last person in the group does all the dance moves.

Step 8: The students then return to their original partner and show as many of the dance moves that they remember to their partner.

Step 9: Before moving to the next activity in class, remind the students that while the activity was silly and possibly embarrassing, it was not the end of the world, and that quite a few of them even had fun.

Reassure them that speaking English after this will seem easy compared to the dancing they just did.

Variation

As an initial ice breaker, students can say their names while they do their dance moves. The following students must repeat their classmates' names while doing their moves.

Conclusion

This activity works especially well for speech or presentation classes. You may also mention that being able to work through nerves is a valuable skill outside of language learning as well. While there is no direct English practice in the activity, the students are more comfortable with each other after the activity and not as afraid to speak up during following activities.

Reference

Ed People. (2022, August 5). *Best of favorite dance moves* [Video]. YouTube. <https://www.youtube.com/watch?v=jOvmKHtbaUA>

[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.

Baamboozle: A Simple and Easy-to-Use Interactive Quiz Application

Matt Banham

Osaka Metropolitan University

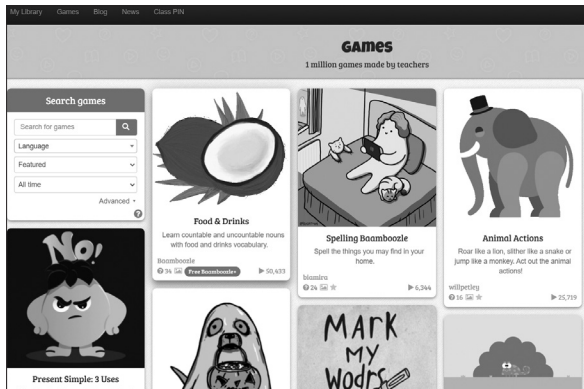
Using games in the classroom can increase a learner's enthusiasm towards a subject on a subconscious level and can increase participation of lower-level students (Mee Mee et al.,

2020). There are many online teaching games that can be used in the classroom, but few are as simple to set up as Baamboozle. Baamboozle is an online quiz game that can be played face-to-face or online with students. It is easy for students to understand and can quickly be used as a short game to make classrooms more fun and interactive. While many of the games are aimed at children, they can also be enjoyed by adults in tertiary education and business English classes. Although there is paid version of this application which offers more games, this review will focus on the free version.

How to Set it Up

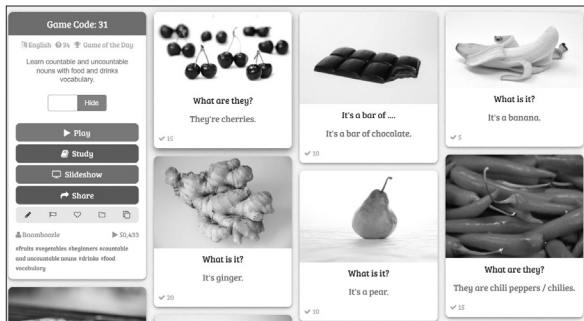
It is very simple to create a Baamboozle account. Simply create an account at <https://www.baamboozle.com/sign-up>. Games can be found using a range of filters (see Figure 1).

Figure 1
Search Filters



Once a game is selected, the teacher can view all of the questions in the quiz (see Figure 2). This is a good opportunity to check that the level of the quiz is appropriate for the class and find any unusual or inappropriate questions. If there is a lot of new vocabulary in the quiz, the study or slideshow tool can be used to teach the class. The slideshow tool shows a picture of the items which can then be elicited from the students.

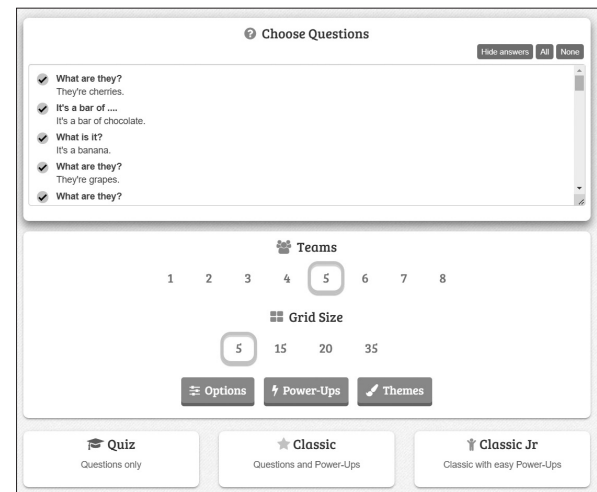
Figure 2
Viewing the Questions



When the class is ready to play, the teacher clicks the play button and chooses the style of game. There are currently ten game styles to choose from; however, the only game available to free users is Baamboozle. After selecting Baamboozle, the teacher then chooses the number of teams or players, up

to eight, and the grid size (see Figure 3). The grid size determines the number of rounds based on how many groups of students are playing. In my experience three rounds is a good amount as students tend to lose interest after that. On this screen, the teacher can also deselect any questions they do not wish to be a part of the quiz. The numbers on the game board can also be changed, to colours or animals for example, to make it easier for very young learners.

Figure 3
Game Options



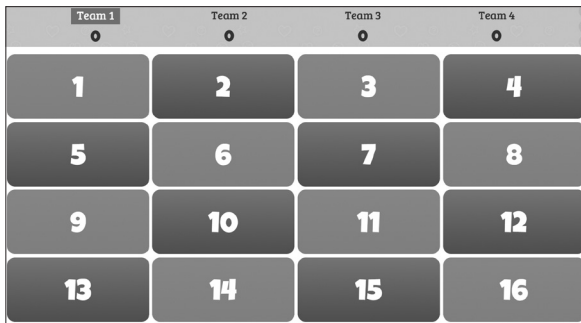
After all the selections have been made, the quiz screen is shown and the game can begin (see Figure 4). The first team tells the teacher which tile they would like to select and the question is revealed. The teacher can then decide if the student answered the question correctly or not.

Finally, the type of quiz needs to be selected. Quiz mode is a question-only mode, Classic mode has power-ups which are random tiles that give bonus points or allow teams to take points from another team, and Classic Jr mode is the same as classic mode but is aimed at younger students.

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Figure 4
The Game Board



Implementation in Class

There are multiple ways that Baamboozle can be implemented in both online and face-to-face classes. As the game is completely controlled by the teacher, it can be used online by sharing the screen with the students and having them say the answers. The same method can be used in face-to-face classes by simply projecting your screen. Baamboozle can be used at any point during the lesson, but I have found it works best as a short final review activity. The students enjoy making teams and working together to answer questions based on the lesson.

Baamboozle also allows you to make your own quizzes, so teachers can use it as a review tool. It works very well for reviewing vocabulary and grammar, but can also be used for more general trivia quizzes such as flags of the world or capital cities. Teachers can also create quizzes based entirely on their own materials. In my classroom, students tend to get rather excited discussing possible answers to questions, so providing some discussion-related classroom English can increase the opportunity for English conversations to occur.

Benefits

Many online game applications like Kahoot or Quizlet require students to join the game using their phones and create a nickname. However, when adding online games to a classroom, teachers must consider their students' abilities to use these technologies (Pho & Dinscore, 2015). With Baamboozle, the students do not need to download or log in, so it is very quick to set up, and there are no barriers for students who cannot use phones or tablets easily.

All parts of the game are entirely controlled by the teacher, which can save time and keep the game

moving. This also means taking pauses during the game, to remind students of grammar rules, for example, is possible. The huge number of quizzes that have been made by teachers means there is almost always something available that can suit a class, and thanks to the simple interface, it is very easy for teachers to quickly make a quiz of their own.

Drawbacks

There are also some drawbacks to the application. The free version of Baamboozle only has one game available to play. While this is the most enjoyable game, it can get a little boring if the games are allowed to go on for too long or if it is used too often throughout a semester. The free teacher-created material can also be hit and miss. There are a lot of quizzes with confusing questions or erroneous answers, so the teacher needs to check every quiz before using it in the classroom. Unfortunately, there is no way to edit a question other than removing it entirely.

The power-ups given during play can also occasionally cause students to complain about the fairness of the game. However, in classes where the students take their game scores very seriously, this feature can be turned off. The free version allows up to four teams, while the paid version permits eight. This means that the free version is good for small classes, but the teams can get a bit large if there are more than 20 students. In those cases, I would recommend using the paid version.

Conclusion

Overall, Baamboozle is a very simple game that is quick to set up and easy for students to understand. While it does require the teacher to check the quizzes they use, it is still a very useful tool and a great way to quickly review a point or simply add some fun into the classroom.

References

- Mee Mee, R. W., Tengku Shahdan, T. S., Ismail, M. R., Abd Ghani, K., Pek, L. S., Von, W. Y., Woo, A., & Rao, Y. S. (2020). Role of gamification in classroom teaching: Pre-service teachers' view. *International Journal of Evaluation and Research in Education*, 9(3), 684–690. <https://doi.org/10.11591/ijere.v9i3.20622>
- Pho, A., & Dinscore, A. (2015). Game-based learning. *Tips and Trends*. Association of College and Research Libraries and American Library Association. <http://acrl.ala.org/IS/wp-content/uploads/2014/05/spring2015.pdf>

Google Apps for Language Learning

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In this paper, I will share some ideas for using Google applications both to digitize paper-based activities and to create new digital activities that help students share their ideas within groups and across the class. I also share some standard functions and features of Google Apps with which the teacher can track students' progress and collect data that can be used for follow-up projects. The two sets of examples explored here are supplemental activities for Visual Thinking Strategies (VTS), an approach that uses images to help students learn critical thinking skills, and a paper-based Classmate Interview (McGuire et al., 2023). I hope I've included enough to get the reader started and I hope these ideas inspire creative new cooperative applications.

Example 1: Google Apps

Below is an example of three steps in a lesson using Google Apps to supplement a VTS activity. Briefly, in VTS, students view images that are curated to be at a level at which they can answer three questions: "What's going on in this picture?", "What do you see that makes you say that?", and "What more can we find?" Unlike a traditional teacher-facilitated whole-class VTS activity, I immediately have students answer the VTS questions individually and in groups.

Step 1: Google Sheets VTS Vocabulary/Translation

As shown in Figure 1, students input the keywords that reflect their answers to the three VTS questions into the cells in column B, and the words are translated into Japanese in the matching cells in column C. For example, the formula in C5, `=google-translate(B5,"en","ja",` is translating the word "bed" in B5 into Japanese. Students get immediate feedback on the accuracy of their words and also get a sense in English and Japanese of other students' ideas.

Figure 1

Google Sheet VTS Vocabulary/Translation Activity


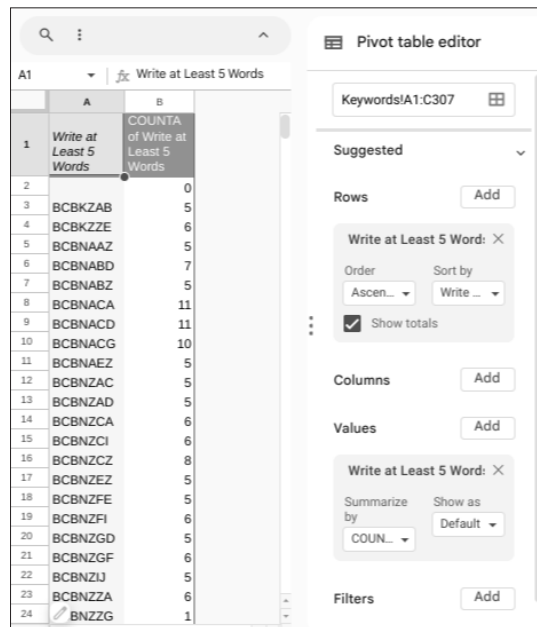
	A	B	C
1	Write at Least 5 Words		Write at Least 5 Words
2	1. What's going on in this picture? 2. What do you see that makes you say that? 3. What more can we find?		
3	Student ID	English	Japanese
4	ID	Keyword	キーワード
5	BCBNZAD	bed	ベッド
6	BCBNZAD	flower	花
7	BCBNZAD	chair	椅子
8	BCBNZAD	tree	木
9	BCBNZAD	Photos	写真

Figure 2 shows the pivot table that displays the number of words each student has inputted, sorted by the ID number students inputted in Column A (see Figure 1). The steps for creating a pivot table are: (1) click on Insert in the menu bar, (2) choose pivot table, new sheet (to start a new sheet in the current one); (3) choose Rows to group the list of student ideas, and (4) choose Values and Count to get a count by ID number. For future activities, teachers can simply copy a previously used Google Sheets workbook, replace the image, and reset the answers.

Figure 2

Pivot Table for Vocabulary/Translation Activity



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Step 2: Google Forms “I think ___ because ___”

As an easy way to get students to share, I have them input their three required answers and two optional bonus answers to the first two VTS questions (“What’s going on in the picture?” and “What do you see that makes you say that?”) and respective keywords, into a Google Form. I provide the format “I think _____ because _____.” for their answers to make the task easier for my lower-level students. The Google Sheet as outputted from a Google Form (see Figure 3) offers a small sample of the range of ideas and vocabulary that even my lower-level students produce using VTS. Having students input information, such as class or ID, makes sorting the output by classes and group making assessment easier. Students then share their answers as in Steps 3a and 3b below.

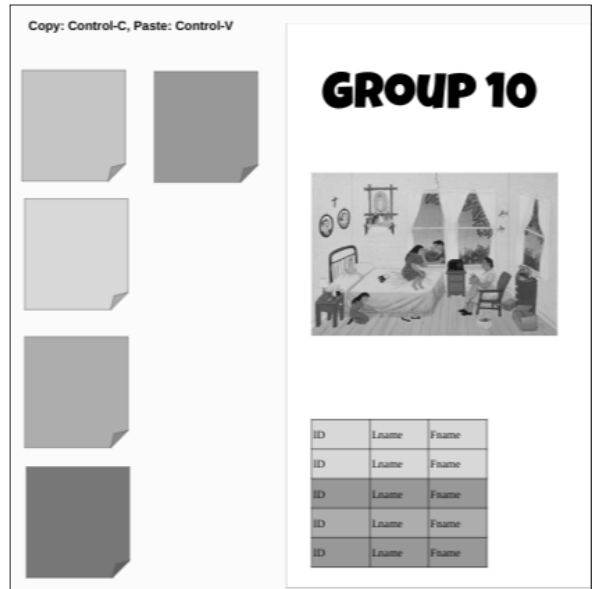
Figure 3
Google Sheet Output from Google Form

	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Today's Group	Suit	My VTS Sentence 1	My VTS Sentence 2	My VTS Sentence 3	My Keywords Word 1	My Keywords Word 2	My Keywords Word 3	My Keywords Word 4	My Keywords Word 5	Pair Keywords "She/he thinks, because"	We Think Because Keywords				
16	Group 7	(a) Hearts	I think the boy out of the house is the boyfriend of the girl in the bed because they look good together.	I think the house is the boyfriend of the girl in the bed because they look good together.	I think there is flowers out of the house because it looks like a plant.	Boyfriend	Flowers	Haarbrush	Mother	Hiding	Couple coming see	Couple flowers, sad gardener, minor				
17	Group 7	(b) Clubs	I think the boy and girl are couple, because he is coming to see her.	I think the old woman is their grandmother, because she is knitting.	I think their father and mother have already died, because there are their pictures.	grandmother	sunny	shoes	dead	couple	saunt	flower, plants, book	couple, flower, sad, gardener, saunt			
18	Group 7	(c) Diamonds	I think they feel relaxed because the woman taking off her shoes.	I think the man is sad, because he is looking down.	I think they like their family, because there are some family photos.	Flower	Woman	Sunny	Picture	Bed	Man, window, outside, picture, clothes	Couple, gardener, summer, photo, couple				
19	Group 7	(d) Spades	I think man is gardener, because he is looking at flowers outside.	I think the woman sitting on the chair is a mother, because she is knitting.	I think the woman wearing red clothes love the man, because she is looking at the man.	man	gardener	flowers	outside	looking	looking, down, flower, sunny, picture, summer, short sleeve	couple, flowers, plants, summer				

Step 3a: Google Slides Variation 1: Keyword Sticky Notes

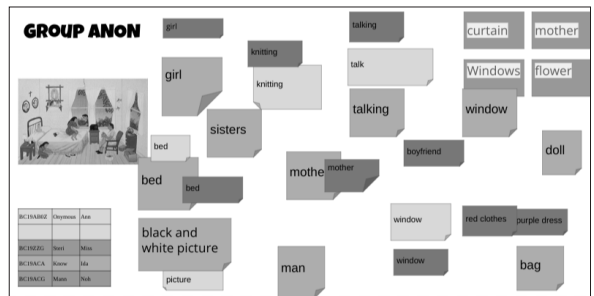
In this Google Slides activity, students in each group share their work on their own page. Figure 4 shows a table with different-colored rows in which students input their IDs and full names. Students make copies of the sticky notes matching their color and input five of their 10 keywords. Students can look at other groups' slides and the teacher can display all the slides on the overhead (In Google Slides, click View, then Gridview.) Google also offers versioning (Click File, then Version history.) by which the teacher can track student participation. The reader may see many ways this activity might also be used for brainstorming.

Figure 4
Sample Google Slide with Sticky Notes and Table for Student Data



Students then group sticky notes with similar ideas together, as shown in Figure 5. This acts as a sort of mini word-cloud by which they can see their own and other groups' ideas.

Figure 5
Anonymized Group Slide with Grouped Sticky Notes



Step 3b: Google Slides Variation 2: Student Comments

A variation of the Google Slides activity for higher-level students is to have them each type in their “I think ___ because ___” responses to the VTS questions. Figure 6 shows a Google Slide using VTS images from The New York Times' website (search for “NYT VTS”). Comments from students around the world can also be viewed on the website. Low-

er-level students might be asked to input just one “I think ___ because ___” idea along with their sticky notes.

Figure 6
Group Slide with Longer Student Responses and Group Response

The slide shows a group of students' responses to the prompt "I think... because...". The responses are written on sticky notes and include various reasons for helping killer whales, such as "because many people are throwing buckets of water on them" and "because they are helping the killer whales because they are putting cooling sheets on them". A small table at the bottom right of the slide shows the following data:

BC13AB02	Anonymous	Ann
BC13AZ02	Sterl	Miss
BC13AC0A	Know	Ila
BC13AC0G	Masa	Nah

Example 2: The English Gym Google Sheets Classmate Interview

Figure 7 shows my digital adaptation of the Classmate Interview (McGuire et al., 2023) activity. In Google Sheets, students use a dropdown menu to choose which five of the 10 questions from the unit they'd like to ask and then fill in the interviewed students' names and answers. Teachers using Google Classroom can easily view students' progress. Alternatively, share a clickable link with students by replacing the word /edit at the end of the link in the browser to /copy, which when clicked will create a new copy on their Google Drive. Students can then email their finished pages to the teacher or upload them to a class folder.

Figure 7
Digitized Classmate Interview

The screenshot shows a Google Sheet titled "Sample W3-4 SHEET Unit 11 Classmate Interview (2023-09 edit with magic squares)". The sheet contains a table for student responses. The table has columns for "My Choices", "your answer", and "Classmate Name". The data is as follows:

My Choices	your answer	Yuiina	Hinata	Miho	Classmate Name
(2) What did you do during summer vacation?		She went to musical.	She was barbecuing.	university study	Answer
(1) How was your summer vacation?		She would like to go to a trip.	She want to go to a trip.	She would like to go Glamping.	Answer
(3) What was the best part of your summer break?		Yes,she did.	Yes,she did.	No,she didn't.	Answer
(4) What was the most part of your summer break?		Yes,she did.	Yes,she did.	Yes,she did.	Answer
(5) Did you work over the summer break?					
(6) Did you do any barbecuing?					
(7) Did you buy anything special?					
(8) Did you go anywhere special?					
(9) Did you go to a festival?					
(10) What would you like to do next summer?					

Figure 8 shows a sample dropdown menu for the 10 questions. Highlight the cells into which you want to add the dropdowns (e.g., A4 to A13) and then click Insert and choose Dropdown. For Criteria, choose Dropdown (from a range) and input the range of cells from which the dropdown options will come (e.g., =\$A\$3:\$A\$13), that is, the 10 sentences for students to choose from. Putting “10 Questions” at the top makes it show as the first option. Before sharing this, I hide Column A and Rows 9 to 13 from the students.

Figure 8
Dropdown Menu for Classmate Interview

The screenshot shows a Google Sheet titled "Sample W3-4 SHEET Unit 11 Classmate Interview (20...)". A dropdown menu is configured for the 10 questions. The dropdown options are: "10 Questions", "(1) How was your summer vacation?", "(2) What did you do during summer vacation?", "(3) What was the best part of your summer break?", "(4) What was the most part of your summer break?", "(5) Did you work over the summer break?", "(6) Did you do any barbecuing?", "(7) Did you buy anything special?", "(8) Did you go anywhere special?", "(9) Did you go to a festival?", and "(10) What would you like to do next summer?".

Figure 9 shows a conditional formatting feature I added later to change the color of the cells as students input data. I kept the command simple: if the text changes from the word “Answer,” the color of the cell will change. I chose the color using the color beaker under Custom to change from gray (as in Column H in Figure 7) to blue. After I added this feature, the rate of completion seemed to increase significantly.

JALT THT SIG Laos 2024 Program

We have been invited to assist with the following programs:

1. Exploring Inner Space, Mindful Education led by Trish Sumerfield
2. Lao TESOL Proceedings. Mentor Lao writers online. Submit an article for publication.
3. Assist with the development of test materials (Lao Ministry of Education and Sport)
4. Stay for a year. Are you retired or on leave? Work with English teachers and students at the National University of Laos. No salary, but lots of warm heart-warming experiences.
5. Present on fee paying tertiary education opportunities in Japan for Lao students
6. Assist with planning English education programs for the Save the Children Fund in refugee camps on the Thai/ Burmese Border.

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Figure 9

Conditional Formatting Feature for Classmate Interview

Conclusion

Google Apps provide useful ways for students to collaborate and learn from each other, and the data enable teachers not only to track students' progress but to share students' ideas with the entire class. The data can easily be used in third-party apps such as Quizlet for vocabulary, AnswerGarden for word clouds, or even in Google Forms to check what students learned through their activities. The formats for the Classmate Interview and the Google Slide activity can be adapted to any activity in which students interview or interact with others. While there is a bit of a learning curve in getting started, the results are well worth the initial effort.

References

McGuire, S., Honeycut, J., Huang, C., Keith, S. J., & Shiraishi, C. (2023). A collaborative university-wide communication English curriculum development project. *Bulletin of Nagoya University of Arts*, 44, 101-119. <https://www.nua.ac.jp/research/files/pdf-70a398e6baa3a6f0c591244cc9af2064.pdf>

[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

Gesturing Grammar

Adam Blankenship

Yuna didn't get prepositions. Her class had spent three weeks on four of them. Articles and the *be*-verb were occasionally dropped, but most of the eight-year-olds in the class could look at a picture and explain the positional relationship between two or more objects. Only Yuna was really struggling. In the final review week, the students were paired together, moving objects around felt boards and asking each other questions. Yuna's partner put a duck under a picnic table and asked, "Where's duck?" Yuna stared at the floor. Her partner crossed her arms and sighed loudly. I sat down with them and demonstrated the answer. It was too late. Yuna looked up at me and said in Japanese, with tears welling in her eyes, "I'm stupid."

I was desperate. Some kids never recover from sobbing in front of classmates. I brought Yuna and her partner into the kitchen and gave them some cups. I filled the cups with water and started pantomiming the flow of the water into the cup with my fingers, having them repeat *in* with a gesture: "Water is in the cup." I made simple gestures for each of the words in the sentence—inventing gestures on the fly—and had them repeat the sentence one word at a time while making similar gestures. I did the same for the other prepositions, moving the cup *under* the sink, *by* the refrigerator and *on* the microwave, all while getting them to repeat a gesture for each word in the sentence and using exaggerated, clownish gestures for the prepositions. Yuna laughed, and by the end of the review, she got it. She got the meaning of the prepositions, the sentence structure, and after some more practice, the interrogative form. Her partner even came up with the perfect gesture for *where*, spreading her arms