have finished the activity in real time. If using Google Forms, this is the "Form Edit" page. See Appendix A for an example. Check on and support students who seem to be taking a long time.

Step 5: After all the students have finished, show the results page and read the answers aloud. See Appendix A for an example. The teacher can read all of the answers or just the most interesting ones. Then briefly discuss the answers with the class.

Variations

Due to the online nature of this activity, you can edit the question at the last minute. For example, if it is a very rainy day, you can change the question to "Did you bring your umbrella today?" It is funny when a student answers "no." If there was an interesting news story or sporting event, you can change the question to ask about that. For example, you can ask "Did you hear about....?" or "How do you feel about.....?"

If you have a very motivated class, you can change the number of students that the students have to talk to from three to five students. This will encourage the students to stand up as the students will not be able to interact with five other students otherwise.

You can make Step 5 more interesting by preparing some jokes. For example, for the question "Who is your favorite person in your family?" you could pretend to be offended when none of the students choose "father" for the answer and say "Please love your father!"

Conclusion

This is a quick and easy warm-up activity that gets the students ready for more difficult activities later in the class. It also increases their familiarity with the teacher and their fellow students.

Appendices

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

[RESOURCES] *TLT* WIRED


Sarah Deutchman & Edward Escobar

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 editors before submitting.

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Using Mentimeter in Foreign Language Classes and its Educational Significance for Improved Student Engagement

Kaori Hakone
Osaka Jogakuin University

Information and Communication Technology (ICT) usage has rapidly advanced in foreign language education, where its effectiveness is widely recognized (Suleymanova, 2021). In line with these developments, integrating ICT into traditional teaching methods is expected to increase student engagement and improve the quality of learning experiences (Cao et al., 2023; Hussain et al., 2019; Schneider et al., 2016). The use of ICT in higher education also reshapes the roles and interactions between students and instructors, promoting active learning and collaboration (Rodríguez et al., 2014). Among these ICT tools, Mentimeter is a powerful interactive platform that facilitates real-time engagement between students and teachers, allowing educators to assess students' understanding instantly.

Student response systems (SRS), such as Mentimeter, have the potential to transform traditional one-way lecture styles into more interactive and engaging learning experiences (Rudolph, 2018). Research by Schneider et al. (2016) found that real-time automated feedback using digital tools positively impacts learners' motivation, confidence, self-awareness, and performance, reinforcing the

value of such interactive tools in enhancing student engagement.

Mentimeter's features, such as anonymous responses, create a supportive environment for more introverted or hesitant students, encouraging them to express their opinions freely. This functionality increases classroom engagement and builds a more inclusive and collaborative atmosphere (Moorhouse & Kohnke, 2020). As a result, Mentimeter has become a valuable asset in foreign language education by promoting active participation and deeper learning. For teachers to effectively use tools such as Mentimeter, a solid understanding of its functions and purposeful integration into lessons is essential. The thoughtful use of technology positively impacts the teacher-student relationship, promoting interaction, motivation, and classroom cohesion (Rodríguez et al., 2014). As educators gain proficiency in these tools, they can create more inclusive and dynamic learning environments that cater to various student needs. In line with this, Mentimeter is accessible on any device and accommodates large classes and individual needs, allowing for adaptable, responsive instruction (Moorhouse & Kohnke, 2020).

Enhancing Communication and Participation With Mentimeter

Mentimeter allows students to participate in various activities, such as polls, quizzes, and brainstorming exercises, through their own devices, enabling real-time feedback. This functionality allows teachers to conduct diagnostic assessments, gauge comprehension as the lesson progresses, and provide immediate clarification. The option for anonymous responses further enhances this dynamic by creating a safe space, where students feel comfortable sharing their ideas, which is particularly beneficial for those anxious about speaking up (Khalili & Ostafichuk, 2020). According to Moorhouse and Kohnke (2020), this anonymity helps remove psychological barriers to participation, creating a supportive learning atmosphere that encourages all students to engage. Consequently, students who might otherwise remain silent in a traditional classroom setting are more likely to participate actively, ultimately enhancing the motivation of the entire class. However, as Rudolph (2018) notes, although there are advantages, teachers must also be careful. Relying too heavily on anonymity can sometimes reduce accountability, making students feel less responsible for their input and potentially hindering meaningful discussion.

Application of Mentimeter in CALL Methodology: Enhancing Learning Efficiency and Adapting to Diverse Learning Styles

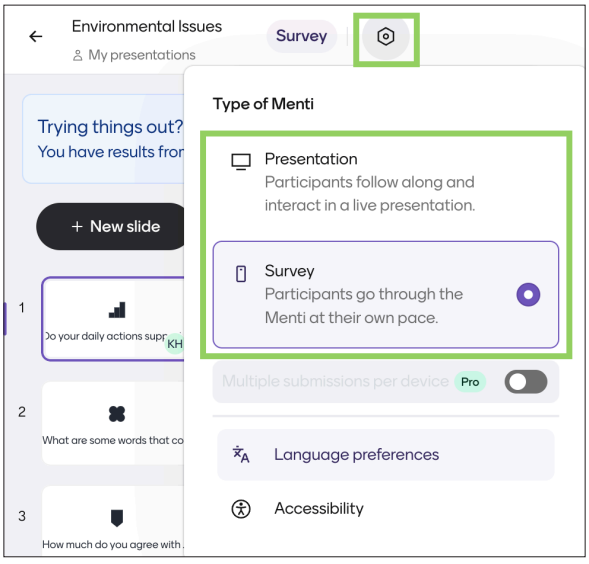
From the computer-assisted language learning (CALL) perspective, interactive tools like Mentimeter can also significantly enhance learning efficiency in language education. For example, using features such as Q & A, Guess the Number, 2 x 2, and Pin on Image slides allows teachers to check students' comprehension of the lesson content in real-time and to provide immediate feedback. Moorhouse and Kohnke (2020) also noted that Mentimeter's diverse question types (e.g., open-ended questions, rankings, and multiple-choice options) foster discussions and collaborative learning among students. This flexible feature allows learners to engage with the material in ways that align with their learning preferences, broadening their opportunities for understanding and retention. Therefore, Mentimeter is an effective tool for enhancing language learning experiences by adapting to different learning needs.

Flexible In-Class and Out-Of-Class Usage: Presentation Mode and Survey Mode

As Figure 1 below indicates, Mentimeter offers two modes: Presentation Mode, where facilitators control the slides shown to the participants, and Survey Mode, where participants can navigate slides at their own pace. As Moorhouse and Kohnke (2020) explains, presentation mode is helpful for real-time comprehension checks, allowing learners to follow along with

Figure 1

Two Modes: Presentation and Survey Modes



the facilitator's pacing. On the other hand, survey mode is ideal for self-paced learning, such as assignments completed outside of class or review activities. For instance, teachers can assign tasks in survey mode, allowing students to progress independently and then discuss the results in class to reinforce learning. This flexibility allows teachers to tailor their approach to each student's learning pace and needs, making it a valuable tool in language education.

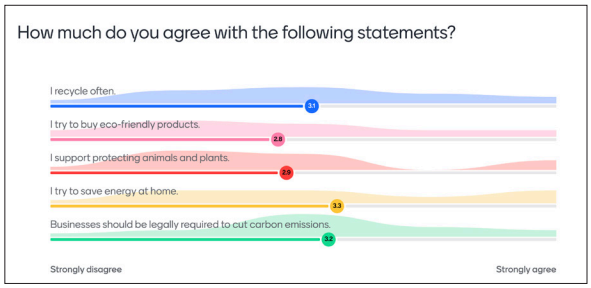
Practical Application in Foreign Language Classes: Concrete Uses of Mentimeter

One practical use of Mentimeter in foreign language classes is the Scale Slide, which enables teachers to gather real-time feedback and insights from student responses. Before beginning a new unit, teachers can use the Scale Slide to check the class's understanding of foundational concepts, and assess students' familiarity with key topics as a diagnostic tool. By knowing the student's or class's initial status, teachers can appropriately adjust the pacing and focus areas for the unit. At the end of a lesson, for example, teachers can ask students to rate the pace of the session to assess class satisfaction and comprehension. The scale slide feature enhances this feedback process with its unique capabilities. Results from multiple questions can be displayed on a single slide, showing the average number for each question based on all respondent's answers, thereby enabling easy comparison across responses (see Figure 2). Customizable labels, such as a Likert scale from "Strongly Agree" to "Strongly Disagree" or other tailored evaluation criteria, make this feature flexible for different feedback needs.

Furthermore, Mentimeter's design also incorporates soft and welcoming colors, making the interface visually appealing and approachable for students. Additionally, the average display function provides a clear view of overall trends, helping teachers and students grasp class sentiment at a glance. Recent updates have further enhanced the accessibility and readability of the Scale Slide, benefiting all participants.

Figure 2

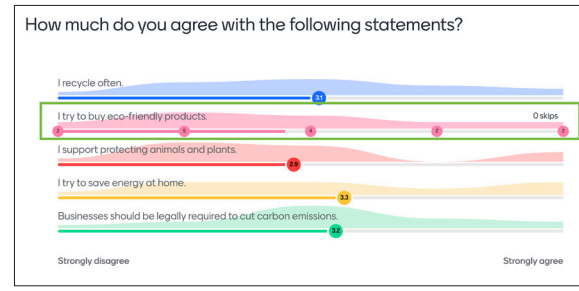
Scale Slide



An additional benefit of using Mentimeter is that, when teachers present the results on the Scale Slide, hovering the cursor over a particular response shows a breakdown of how many people selected each option, such as "Strongly Agree," "Agree," and so on (see Figure 3).

Figure 3

Detailed Results for Scales



Mentimeter's Word Cloud Slide offers another practical tool for language classes. Teachers can periodically use this slide to review vocabulary by prompting students to submit words they associate with the day's topic (see Figure 4) or to identify main themes from listening to recent news. A word cloud visually represents text data, with the size of each word indicating its frequency. As can be seen in Figure 4, words with more prominent font sizes, such as "river," "animal," "tree," and "air" were entered more often, whereas words in smaller font sizes, such as "pollution" and "sea," are less common. Displaying students' word submissions in a Word Cloud Slide reinforces vocabulary and allows even quieter class members to participate actively in a low-pressure environment.

Figure 4

Word Cloud Slide

Additionally, there are a range of interactive response formats (slide types) in Mentimeter, including quizzes, polls, and multiple-choice slides (see Figure 5). These features allow teachers to visualize class responses and identify trends in understand-

ing or opinions. The quiz format, in particular, adds a gamified element to lessons, increasing student motivation through friendly competition (Halim et al., 2020; Worm & Buch, 2014; Zainuddin et al., 2020) and reinforcing knowledge retention through peer interaction. Teachers using the free version can create up to 100 slides and invite 50 participants per month, making it useful for larger classes. The pro-level account supports additional participants and offers further functionality, but this paper discusses only the free version.

Once teachers set up Mentimeter's features, they can apply these tools effectively in class to create an interactive and engaging learning environment. For instance, teachers can use the Scale Slide to gauge comprehension and class satisfaction immediately at the end of the lesson, adjusting instruction as needed. The Word Cloud Slide is ideal for vocabulary reviews, enabling all students to contribute and reinforcing language learning in a collaborative, visual format. Quizzes and other interactive slides offer competitive elements that foster student engagement, promoting a dynamic learning experience. Together, these interactive tools foster an inclusive and motivated learning environment. Research by Esnaashari et al. (2019) supports this approach, showing that interactive digital tools promote deeper student engagement and a greater willingness to share ideas, ultimately enhancing the overall learning experience.

Conclusion

In conclusion, Mentimeter has proven to be an effective tool for enhancing interactive communication and learning outcomes in foreign language education. Considering practical examples and the importance of professional development in ICT-supported environments, integrating technology can motivate students and provide opportunities for deeper learning. Mentimeter's diverse features strengthen the interactivity in foreign language classes, creating an environment where students are encouraged to engage in their learning actively. For teachers, interactive tools like Mentimeter improve the quality of lessons by allowing them to respond flexibly to students' needs, suggesting that these tools will continue to be highly valuable in an educational context. Therefore, teachers should consider using Mentimeter.

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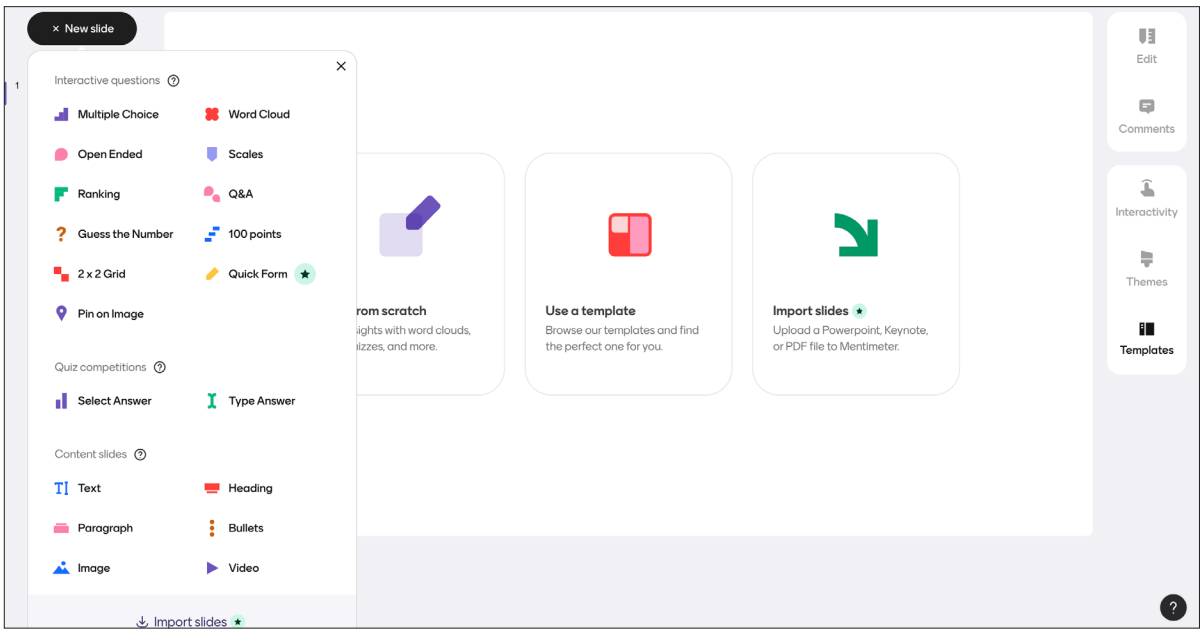
Figure 5

Slide Types



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Utilising Linktree to Foster Learner Autonomy in Non-English-Speaking Environments

Thomas Entwistle

British Council, Japan

Learner autonomy, defined by Holec back in 1981, is "the ability to take charge of one's own learning" (cited in Benson, 2011, p. 59) and as educators, we would like our learners to be able to achieve this. However, students making the transition from carefully controlled pre-tertiary education (Arroub, 2015) to university often require more support and cannot be expected to be proficient autonomous learners (Mynard, 2019).

Learners in non-English-speaking environments (NESE), like Japan, have less chance to benefit from English outside of the class than those studying in English-speaking contexts (Entwistle, 2020). Although it is true that many modern leaners possess a range of electronic devices to aid their studies (Armitage, 2019), the sheer volume and plethora of choices of English language content can be overwhelming (Lin, 2022). With this being an issue, the choice was made to use Linktree to provide a range of suitable, level appropriate, and high-quality online resources for students to self-study outside of the classroom. This *Wired* review will outline how and why Linktree was utilised in a university context in Japan, the challenges this caused the learners and teachers, and why, in my opinion, the benefits outweigh the drawbacks.

Figure 1

How Linktree Appears on Students' Desktops