Foreword

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Every year, the Yokohama Chapter of the Japan Association for Language Teaching holds My Tech Share and My Share events in June and December respectively. In these workshops, presenters explain and demonstrate practical ideas for language teaching. This year's Special Issue consists of three papers in which presenters expand on their ideas and give further details of the theoretical basis for their work. I hope you will find inspiration and direct useful guidance.

If you are teaching a debate course, or including debate as part of a course, our first two articles will be invaluable. Michelle Bautista addresses student engagement in debate through multimodality and multiliteracies. She offers a wealth of practical advice and activities that teachers can take straight to their classrooms. Her suggestions can help make our sometimes dry linguistically-focussed debate lessons into engaging multi-modal experiences. Rashad DuPaty focuses on the important issue that debate is tough for students, and we rarely have enough time to explain it. He breaks the teaching of debate down and explains the clear steps that he has used over a once-a-week course with high school students. These effective steps will be useful to anyone teaching debate in high schools and universities. Finally, Catherine Sudo shares a tool for reading and writing courses. The KWL Plus Graphic Organizer gives structure and support for learners, helping them gain a better understanding of the texts they read, and produce clear and effective notes to assist in their writing tasks. All three articles are full of practical ideas that might save your Monday morning, your Friday last period, or anytime in between. Best of luck!

Many thanks to the authors of these articles for the time spent not only on their own work but also throughout the peer review process, giving suggestions and advice about content, editing and proofreading, and meeting the minutiae of editorial conventions. I would also like to thank the other presenters who took the time to share their ideas at the My Share events; and of course, to the Yokohama JALT team for their careful planning, organizing, advertising, hosting, tech support and everything else it takes to make these events possible. All these people make an important contribution to language teaching and learning across the region and beyond.

To participate in Yokohama JALT events, or learn about the Chapter, visit http://yojalt.org.

Sincerely,
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Making Meanings in the EFL Debate Class

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ABSTRACT

The aim of multiliteracies is to design learning experiences that develop learners' strategies for making sense of new and unfamiliar meanings in any mode they show themselves (Kalantzis & Cope, 2009). In the context of EFL debate class where teachers of English are faced with the challenges of improving students' motivation and also their debating competence, translating multimodality and multiliteracies into classroom practices is empowering to both teachers and learners. Creating a learning environment in which EFL students are allowed to engage with multimodal materials such as visual, auditory, textual, gestural, and graphical forms can lead to more meaning-making in the debate class. In this paper, I will briefly define the principles of multiliteracies and multimodality and show how these principles guided my classroom practices. Then, I will share the activities and tasks that I use in my EFL debate class to help my students build their confidence and develop their debating skills.

INTRODUCTION

An important question for any English as a Foreign Language educator to ponder is "How do we bring back the wonder in a language class?" In the novel *The Little Prince* (Saint-Exupéry, 2018), a figure drawn by a child was always mistaken for a hat when in fact, according to the child, it was actually a boa constrictor eating an elephant. The author used this image to draw attention to the idea that adults lose a sense of wonder and lose the gift of creativity. In teaching debate to EFL students, I learned that it is also important to think with the mind of a child and not with the mind of an adult.

This realization brings me to a whole new approach to teaching as I realized that a monomodal class prioritizing the linguistic or alphabetic mode is a disservice to EFL students Helping them to become confident and competent debaters requires multiple forms and ways through multiliteracies and multimodality.

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LITERATURE REVIEW

The learners today live in a digital world that can keep them engaged as technologies and their designs use different combinations of stimuli. For English language educators to be effective, they must be able to respond to this reality and cater to their students' needs and preferences. As Magnusson and Godhe (2019) stated, our language classes may become irrelevant if we do not seriously consider and evaluate the contemporary meaning-making that students engage in outside our language classroom.

The multiliteracies pedagogy acknowledges the active role of language users in "any semiotic activity-any designing-" as they interact with language and other modes of meaning (New London Group, 1996, p. 75). Thus, the aim of multiliteracies is to design learning experiences that develop learners' strategies for making sense of new and unfamiliar meanings in any mode they show themselves (Kalantzis & Cope, 2009).

With the focus on the design, there is a need to be aware of the different modes of meanings because "language is just one among the many resources for making meaning" (Kress, 2013, p. 38). The communication landscape today is multimodal with the use of other modalities such as visual, audio, tactile, and gestural, integrated with the written language. Thus, there is a need to position multimodality in learning (Kalantzis & Cope, 2009).

However, this does not mean that providing a multimodal learning environment is sufficient because, without the proper design, multimodality does not always guarantee learning. There is a need for educators to guide learners on how to navigate in this environment through setting clear goals and providing the necessary support.

Incorporating the use of multiliteracies and multimodality is beneficial to EFL learners. Students who are struggling to express their opinions using a foreign language need to be provided with more motivation and support, and more modes to communicate and express their opinions. Without the necessary support, some EFL learners may feel that debating seems an impossible task as their lack of confidence in their language skills can slow down their thinking and decision making skills; if this difficulty is not overcome, this may hinder the meaning-making process happening in the class. Holzer et al. (2018) suggested that students' debate and critical thinking skills can be improved by designing systems that "give control back to the user, with sufficient scaffolding (i.e., support and guidance)" (p. 1).

The use of multimodality and multiliteracies in the EFL debate class can help students make sense of the different information that they encounter in the digital world. A case study by Lj. Prodanović Stankić and M. Jakovljević (2022) found that incorporating multiliteracies and multimodality proved to be beneficial in improving their EFL learners' reading literacy while a study by Suparmi (2017) showed that the students' writing performance greatly improved by providing them with a multimodal learning environment. Similarly, this paper argues that the use of these principles will greatly benefit EFL learners to make meanings in the debate class.

SUGGESTED ACTIVITIES

Ping-Pong Debate

This simple debate activity was named after the sport in which players pass the ball to each other in a quick manner. This activity engages not only verbal learners but also kinesthetic learners as students are allowed to stand and move. Also, this activity allows them to have fun in passing arguments and answering questions.

The following steps explain how this activity is conducted:

Step 1: Ask students to stand and make pairs.
Step 2: Assign each student in a pair as a PRO or a CON.
Step 3: Announce the debate topic.
Step 4: Give two minutes for students to think of arguments to support their side.
Step 5: Ask the PRO students to give their argument while the CON students ask "why."
Step 6: Allow the students to continue asking and answering the question "why" multiple times for 2 minutes.
Step 7: After two minutes, ask them to find a new partner from the opposing side. Then, this time the CON gives the argument and the PRO students ask "why."

Scaffolded Debate

A scaffolded debate is creating a learning environment in which students are provided with support materials to help them become more confident participants in the debate activity. The materials below helped my students understand the parliamentary debate.

YouTube Videos https://www.youtube.com/
One useful video collection created by the Ippan Shadan Hōjin (2016) can help Japanese EFL learners better understand the rules, speaker roles, and speeches in the parliamentary debate. These videos are easy to understand because of the combined use of narration, images, animations, and texts. Aside from this, these videos are available in multiple languages, which is helpful to EFL learners.

Other authentic materials such as documentaries or podcast interviews are also available on YouTube to help students understand and stimulate their curiosity on the topics assigned to them.

Google Classroom https://classroom.google.com/
Speech templates, such as the example in Figure 1, may be easily shared to students through Google Classroom. The expressions from the speech templates can help students

become more confident because these give them a sense of fulfillment that they can debate in English by using the given expressions.

FIGURE 1
Template Example

Prime Minister's Speech Template
Name: _____   Date: _____
Role: Prime Minister (PM)
Hello everyone! Today's topic is that a robot dog is better than a real dog.
We define the motion as follows:
_____
We have two points.
The 1st point is _____
The 2nd point is _____
I will explain the 1st point _____
We believe that_____
Therefore, _____
Thank you.

Padlet https://padlet.com/dashboard

Padlet is a free online collaboration tool that can be easily used by students to post comments, images, links, documents, videos and voice recordings. This tool helped my students brainstorm and share their ideas. By reading the opinions of their classmates, students were able to make their arguments and make rebuttals. It also helped my students follow the order of speaker roles in a parliamentary debate by designing the response boxes according to the speaker roles and inserting emojis or gif images that guided students where to place their arguments.

Google Jamboard https://jamboard.google.com

Jamboard is another collaboration tool. It is a digital whiteboard that can be used through a web browser or mobile application. This is good for brainstorming as images can be easily added to enhance students' brainstorming experience. Images are powerful in communicating messages to the learners faster than words. This helps students overcome difficulties in understanding difficult concepts.

Moreover, images can also trigger emotions that enable students to generate more ideas because these allow students to create their personal meanings. Furthermore, as they share these meanings with their classmates, the discussion leads to the creation of more meanings. Allowing students to engage with pictures results in multiple interpretations of meaning because every student has their own background knowledge or personal experience. And because there is a

need to communicate these personal meanings, students are compelled to use words, gestures, facial expressions, or any other modes to communicate their ideas.

Circle of Viewpoints

Circle of Viewpoints is one of the visible thinking tools from Project Zero of the Harvard Graduate School of Education. In this worksheet, students can see and explore multiple perspectives and realize that different people can have different kinds of connections to the same thing, and that these different connections influence what people see and think (Project Zero, n.d.).

The main point of this tool is to allow students to think and feel according to the given actors in a debate motion. In the worksheet in Figure 2, I used the picture of my grandmother who suffered from dementia and placed a picture of a robotic dog. The point of the lesson is to allow students to put themselves in the shoes of the actors that are affected by the debate topic such as the elderly by making them understand the situations of these people. This helps students who are having a hard time seeing other perspectives or when a debate motion seems more advantageous to only one side.

FIGURE 2
Is a robot dog better than a real dog?

THINK	FEEL
1.What does the person do?	1.If you were this person, how would you feel?
2.How do you know?	2. Why would you feel that way?

Editorial News Videos

An Editorial News Video is a video that focuses on a specific issue in which an informed and balanced opinion is expressed. Assigning students to create their own editorial news videos can make them creators and producers, and not just simply readers and writers. This benefits students because as they become creators, it will also require them to make decisions, solve problems, and use their critical thinking and creative skills which are all valuable 21st century skills.

Before assigning this task to students, make sure that they already have a good grasp of the topic which will be the focus of the editorial news video. For example, before I asked my students to make an editorial news video about industrial accidents caused by elderly workers, they had already researched and debated about this topic for one semester.

I also found that providing students with inputs on creating the parts of an editorial script before assigning them the task of creating a video made the project more manageable.

FIGURE 3
Template Example

Stage 1	
Student 1:	There is a move to _____. A lot of people say that this should not be done because_____. However, this is false because _____.
Stage 2	
Student 2:	Though, we agree that _____ (A PRO point that you recognize is true). (Explanation) But we have to disagree because _____. See the graph below. [Students add Graph here] In fact, (Explanation)...
Stage 3	
Student 3:	Also, they said…, but this is not always true because… (Explanation) _____ So, we believe that _____.
Stage 4	

Student 4:	In summary, as we have shown you…
	    1. _____
	    2. _____
	    3. _____
	
	This issue is important because _____.

After providing the speech template in Figure 3, I then modeled to the students how to add attention-getting hooks and memorable closing. Then I showed them how to put together voices, sounds, images, texts, narrations and graphical forms to create the editorial news video. Some samples of student-created news report videos available online were also shown to the students to give them the confidence that they would be able to do the task.

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One benefit of allowing students to create this multimodal output is the improvement of 5 modal skills such as "linguistic or alphabetic, visual (moving and still images), aural (sound and music), gestural (movement, expressing, body language) and spatial (physical arrangement)" from the New London Group as cited in the ACELT (2022) YouTube Program.

CONCLUSION

There are three takeaways. First, it is truly difficult to know and detect the different learning preferences of our students so using different modes in the classroom such as kinesthetic games, tactile learning materials, pictures, videos, online games, surveys and many more will engage our students and cater to their needs Second, using multimodality in the EFL debate class arouses interest among students as the use of many modes taps into their different senses. Lastly, allowing students to do multimodal tasks and create multimodal projects can help develop their cognitive and creative thinking skills and better prepare them for the real world. These ideas still need further study and investigation to find out how exactly these principles impact the learning development of students.

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"Working Argumentation": A Basic Method in Strengthening Student Arguments

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ABSTRACT

With changing demands in English education in Japan, there are many high school teachers who are now expected to evaluate students on targets of argumentation. Such targets include expressing an opinion, providing examples from research, and explaining its relevance towards an overall argument. Demands such as these are often found to be very challenging in classrooms where the students have never had previous experience with these concepts. With this in mind, this paper first explores a few ideas behind the principles of teaching argumentation within ESL/EFL from previous studies. It will then move on to describe a high school EFL course where these ideas were considered before sharing how aforementioned ideas from previous studies were synthesized to introduce a basic three-stage approach in the fundamentals of good argumentation. The aim of this paper is to spark ideas in introducing new students to argumentation from the understanding of an opinion to forming strong ampliative arguments.

BACKGROUND CONTEXT

From the 2017-2018 school year, Japan's Ministry of Education, Culture, Sports, and Science and Technology (MEXT) introduced revisions to their national curriculum standards. Within the general provisions, some of the needs which MEXT expresses for each school to be committed to improving education include the following:

- to enable students to acquire basic knowledge and skills
- to foster their ability to think, make judgements, and express themselves to solve problems
- to cultivate an attitude of proactive learning to develop student individuality
- to encourage working together with diverse people (MEXT, 2017)

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In addition to the above points, MEXT also proposes that schools implement different teaching methods and approaches which include individual or group-specific learning, repetitive learning, differentiated learning according to level of proficiency, task-based learning activities according to student interest, and ensuring team-taught lessons where teachers work cooperatively (MEXT, 2017).

COURSE CONTEXT

The context for this course was in consideration of a first year (senior) high school curriculum in a private all-girls school in Tokyo, Japan. The average age of these students was 16 with class sizes of 40 which met once-a-week for 50-minute sessions. Each class was split to two 20-student classes with one native English speaker teacher assigned per half. The majority of these students began the course at what is considered the A1 level within the Common European Framework of Reference for Languages (Council of Europe, 2001).

Due to this general level of proficiency, it was seen as a challenge to suddenly change their English curriculum from a traditionally routine Presentation, Practice, Production approach to one which fostered elements of critical thinking and freedom of expression. With this in mind, the following three language teaching approaches were kept in consideration to try to make this sudden change possible.

LITERATURE REVIEW

Self-Determination Theory

Self-Determination Theory (SDT) represents a broad framework for the study of human motivation and personality. SDT focuses on how an individual's motivation is self determined and classifies motivation within a continuum between intrinsic motivation, extrinsic motivation, and amotivation (Ryan & Deci, 2000).

Task-Based Language Teaching

Task-Based Language Teaching is a language education framework where instruction is focused on communicative meaning rather than linguistic form. Students are given opportunities to use whatever language forms they currently possess within meaning-oriented interactions where they aim for a real outcome such as solving a problem, playing a game, or sharing and comparing experiences with one another (Willis, 1996).

Debate in Language Teaching

Debating has been used in EFL classes for a number of years in order to facilitate both linguistic and cognitive functions in language education. Through practice, it provides opportunities for students to develop meaningful listening, speaking and writing skills in a manner which is effective for developing general argumentation skills for persuasive speech and writing (Krieger, 2005).

ACTIVITY DETAILS

With the above three principal approaches to language teaching in mind, the following three stages of activities were used in order to lead a course of CEFR A1 level 10th graders from learning how to express an original opinion towards being able to argue it in a public speaking manner in front of their classmates.

Stage One: Individual Persuasive Writing

For the first activity, students in each class of 20 were individually given a persuasive writing assignment where they focused on answering a general prompt based on their own opinion and ideas. The instructors were asked to focus on the umbrella topic of the Sustainable Development Goals (SDGs) from the United Nations which promote a global partnership between all countries in order to make the world a better place by 2030 (The 17 Goals, n.d.). With this in mind, the following prompt was given: "What is an eco-friendly activity that is helpful in aiding climate change?"

Before beginning their writing, the students were presented with a list of useful vocabulary that was necessary to understand in order to carry out the rest of the stages with more ease as shown in Table 1.

TABLE 1
Key Vocabulary

An Opinion = 意見 [ee-ken] An Example / Evidence = 例え [ta-to-e] / 証明 [shou-mei] To Persuade = 説得する [sei-toku-suru] An Outline = 概要 [gai-you] / 輪郭 [rin-kaku]	Data / Facts = データ [de-ta] / 事実 [ji-jutsu] Survey = 調査 [chou-sa] Reason = 理由 [ri-yuu] Information Source = 情報源 [jou-hou-gen] Problem = 問題 [mon-dai]

Logic = 論理 [ron-ri] Argument = 引数 [hi-ki-suu] Research / Study = 研究 [ken-kyu]	Solution = 解決 [kai-ketsu] To Cite / Citation = 引用する [in-you-suru] /引用 [in-you]

After review of this vocabulary, a walkthrough of a basic outline was explained to the students with the following self-made phrases from Table 2.

TABLE 2
Example Outline

Example Prompt:
"Which do you think is better? A holiday in the mountains or the beach?"
 	
1) Introduction/Main Point
    -   "I think the beach is better for holidays than the mountains."
 	
2) Body/Main Information
    -   "There are a lot of bugs in the mountains which most people don't like."
    -   "The waters on the beach are very nice and make most people feel relaxed."
 	
3) Conclusion/Ending
    -   "Therefore, I think most people prefer a beach holiday over the mountains."

Once the students finished making their initial outlines, they were then introduced to an approach called "Factsheet" which helps students organize the facts that they plan to present in a logical manner (Modesitt Jr., 1991). As an example, the following two opinions in Table 3 were presented with two options of followup data to support them. The students were asked to consider which option best supported the previous opinion before being shown the answers which are underlined.

TABLE 3
Factsheet Examples

Opinion 1:	*Opinion 2:*

"There are people in the world who believe that they must pay for a gym to be healthy. I think this is a waste of money and there are better, cheaper ways to be healthy."
 	
Examples:
    A) "There are around 8.5 thousand fitness clubs in Japan."
	"Nowadays there are more and more children who are growing up with smartphones. I don't think this is a good idea for future generations."
	
	Examples:
	    A) <u>"There are studies which show that children who rely on smartphones are more likely to develop anxiety and</u>

B) "According to studies, commuting by bicycle helps with saving money, improving body health and saving the environment."	depression." B) "Children using smartphones are likely to develop skills they will need for future technologies."

At the end, the students were given an explanation of what good supporting information from research was in order to encourage them to practice looking for it from credible sources. The example below in Table 4 was shown with common introductory phrases from research and numerical data underlined in order to encourage them to start utilizing them in their own work.

TABLE 4
Supporting Information Example

Example Question:
- "What do you think people should do to help stop global warming?"

Example Opinion:
- "I think people should eat more vegetables and less meat."

Example Data / Facts from Research:
- "**According to** the United Nations, our animal-based lifestyle has been causing about **15%** of the world's greenhouse gasses."

- "**BBC news reports** that beef produces the most greenhouse gas emissions, which includes methane. A **global average of 110lb (50kg)** of greenhouse gasses is released **per 3.5oz** of protein."

Stage Two: Pair Research-Based Presentations

For the second activity, the same course of students were placed in pairs in order to do research-based presentations on another topic within the theme of the SDGs. In this fashion, it was hoped that being able to practice expanding on their logic from the first activity with another classmate would help them further develop their own internal reasoning procedures through aspects of critical thinking skills (Zare & Othman, 2013). In these classes, the following prompt was used as the main focus: "What is one of the causes of food waste in Japan? What is a possible solution to the problem?"

Building upon the skills practiced in the first activity, the pairs were presented with the idea of "hooks" within presentations with the following explanation:

When presenting your topic to your audience, you want to give them something called a "hook".

A "hook" should grab your audience's attention. It should give your audience a reason to listen to you – otherwise they won't. There are many different types of hooks, but here are a few common ones that work well in formal presentations.

Students were then shown the examples given in Table 5 below.

TABLE 5
Different Hooks Examples

A Question or Statistic	A Quote	A Story
Asking the audience a question or presenting a statistic is often an easy way to get their attention if it is surprising or interesting. **Example:** "Have you ever thought about how much leftover food is in *your family garbage everyday*?" **Example:** "It's estimated that *25.5 tons of food-derived waste are generated every year* in Japan."	A quote can engage the audience when they know the person you are quoting. **Example:** "We should all grow our own food and do our own waste processing, we really should." **- Bill Gates** **Example:** "Throwing away food is like stealing from the table of those who are poor and hungry." – **Pope Francis**	A story can be a really good way to give your audience a strong image of your topic. **Example:** "Imagine...that you are poor, without any money for you and your family. Everyday, you look for food in the land around you or try to grow your own. Everyday, you are very hungry because you do not have enough food to eat to be happy. And then, you see some rich people throwing away a good McDonalds burger because it has cheese on it...*isn't this a waste?*"

After review of introductory hooks, the students were finally given the following explanation on the uses and value of using transitions within their presentations:

Transitions are words or sentences that help your audience understand the flow of your speech or presentation. They make it easy for your audience to follow along.
They are like "signposts" that tell the audience where you are going, just like signposts along the highway tell you which direction you are heading.

Along with this explanation, the students were also given a reference sheet of a number of transitional phrases that can be used with different purposes in mind as shown in Table 6.

TABLE 6
Transitions Purposes and Examples

Transition Purpose	Examples
Comparison of Similar Ideas	Likewise… / Similarly… / In the same manner…

Comparison of Contrasting Ideas	However… / But… / On the other hand…
Expanding on a Point	Furthermore… / In addition… / On top of that…
To Provide Emphasis	Most importantly… / Above all else… / At the forefront…
Discussing Consequences	Therefore… / As a result… / As a consequence…
To Conclude	In conclusion… / In summary… / To sum up…

Stage Three: Parliamentary Debates

For the final activity, the students were placed in teams of two to three in order to facilitate a parliamentary debate which features two teams arguing opposing views. One primary reason for the implementation of this stage was in the hopes of forcing them to do self-conscious reflection on the validity of their own ideas within a team setting (Nisbett, 2004). After going over the basic procedures and order of speaking turns, the following three debate themes were used in order to introduce the debate topics of increasing complexity as shown in Table 7.

TABLE 7
Debate Topics and Questions Examples

Topics	Example Debate Questions
School Rules	"Should school uniforms be abolished?"
	"Should homework be abolished for students?"
	"Should students be allowed to have part-time jobs?"
Social Expectations	"Should people not get married before the age of 21?"
	"Should both parents have full-time work in a family?"
	"Should adult children be expected to care for their parents?"
SDGs	"Should low-income families receive more aid from the government?"
	"Should school tuition be abolished to make education free?"
	"Should a 50% occupancy rule be established for women in government positions?"

In this fashion, the students were assigned the position of "PRO" or "CON" within different debate groups and given time to build their arguments before continuing on to the actual debate practice in class. Review of concepts from stages one and two was done during the preparation of the debates in the hopes of having the students notice the transferable skills of

those activities in order to be able to be successful in this newest task. At the end of each debate, guidance was given to reflect on their performances individually within a follow-up writing assignment in order to think of new ideas for improvement.

CONCLUSION

This sequence of stages proved to be a beneficial attempt to introduce entry-level students to the basic concepts of argumentation within an environment which normally does not focus on self-expression. Given the once-a-week, 50-minute class context of the course these stages were implemented in, many improvements to this approach could be imagined with more time available. One such improvement could be for teachers to provide activities where the students analyze example drafts of presentation and debate scripts to judge whether sections are logically sound or not. A further idea could be to have the students review example videos of debates in order to analyze the rebuttals and practice writing their own within the given context. Regardless of what additional approaches are used, the more time allotted towards teaching these intricate concepts the more likely beginner students will be able to grasp and develop their own skills within argumentation.

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Digitized KWL Plus Graphic Organizers For Differentiated, Direct Instruction of Skills & Strategies in Reading and Writing Courses

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ABSTRACT

Despite administrative efforts to group students by level into literacy classes, there remains a disparity in students' abilities to apply reading and writing skills and strategies to texts. This stems from gaps of knowledge about genres, especially for texts considered academic. Addressing these gaps is further complicated in hybrid classes, which introduces the variant of instructional modality. This paper will discuss how digitized KWL Plus Graphic Organizers (KWL+GO) were used to deliver differentiated direct instruction of reading and writing skills and strategies for undergraduate English language learners at an American university in Japan. Findings may help inform instructional approaches to better promote student success.

INTRODUCTION

Ogle (1986) introduced a three-step paper-based procedure to facilitate teacher-led group instruction of expository texts among elementary-aged children; it began with listing background knowledge, followed by asking questions and finally noting new information. An acronym of K-W-L, based on the prompts of *What I KNOW*, *What I WANT to Know* and *What I LEARNED*, was formed. This led to the development of several variations on the procedure, including KWL Plus charts (Carr & Ogle, 1987) that included a section for mapping and summarization recommended for secondary students, especially those with reading disabilities.

As for English language learners, they lack the familiarity of genre markers as well as strategies used for understanding information in longer texts intended for native speakers. Lou, Wu and Chen (2016) conducted a study utilizing the principles of KWL Plus in an academic writing course with undergraduate English language learners and found that utilization of the KWL Plus model, which facilitated metacognition of writing strategies, improved students' writing performance. This suggests that the premise of the original KWL procedure can be adapted for learners' age and learning context.

While metacognitive strategies are important for the application of knowledge, direct instruction of strategies can efficiently convey information to English language learners who are already compressed for time due to their lack of fluency in the target language. When the goal is for students to be able to self-regulate their learning and create lasting study habits, it is essential

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for the learner to have explicit instruction on not only the strategy but also when and how to use it (Dignath & Veenam, 2020).

Additionally, instructors of English language learners must make considerations for the diversity of their students; despite being pre-screened and tested for language ability, there are individual differences among learners that affect how information is both accessed and processed. Santangelo and Tomlinson (2009) discussed that even through university, instructors should consider what and how the content, process and product of learning should be differentiated in terms of students' "levels of readiness, interests and learning profile characteristics" (p. 308).

This paper will discuss how the principles of KWL have been adapted to meet the needs of English language learners in a university by using Internet-based multimedia to deliver differentiated, direct instruction of various reading and writing skills and strategies.

THE TEACHING CONTEXT

A Description of the Language Program

The Bridge Program is a series of non-credit, required courses for pre-matriculated ESL undergraduates at an international campus of an American university. Students, mostly between ages 18-23 from Asian countries including Japan, China and Korea, had been grouped into three levels based on test scores and performance in courses. Nevertheless, some courses had cross registration and students of different levels were enrolled in the same classes. This was the case in my courses, Academic Reading and Academic Writing.

In addition to differences in language abilities, students' experience with the topics (such as previewing, summarizing, and annotating), materials (such as digital textbooks and journal articles), and proficiency with technology (such as the ability to use a learning management system, like Canvas, and productivity software, like Microsoft 365) varied greatly. It was difficult to assess the kind and amount of direct instruction required before asking students to apply skills and strategies.

Furthermore, both courses were multimodal; not only were a portion hybrid (some students were off site while others in the classroom), but at times the course was exclusively online, depending on the number of Covid cases in the community. I wanted to improve the flexibility of my instructional delivery. It led me to these questions:
1. How can I differentiate the type and amount of direct instruction of skills and strategies in an efficient way before students need to apply these skills and strategies?
2. How can I increase student interaction in online/hybrid classes?
3. How can I facilitate learning for students who cannot join classes synchronously or who need more time to process information?

My Adaptations of the KWL Plus Chart for My Teaching Context

While KWL/KWL Plus Charts were originally developed for learners in primary or secondary schools, the adaptability of its format facilitates its use in universities. The graphic organizer worked to scaffold the reading process, which encouraged strategic reading habits, and taught effective note-taking; thus the resultant notes were accessible for students to reference by

reducing the information reading load. This is helpful for struggling readers, including English language learners in immersion programs who are moving from learning English as a foreign language to English as the language for learning content.

Additionally, digital graphic organizers can be manipulated both synchronously and asynchronously on multiple devices through apps such as Google Docs or Microsoft OneNote, which, as Kennedy (2020) discussed, is advantageous for blended classes using breakout rooms via videoconferencing platforms like Zoom. My KWL Plus Graphic Organizer (KWL+GO) template was formatted as a scrolling document and enabled notes to be sorted into columns or blocks. Photos, illustrations and emojis could also be inserted.

Rather than having the pre-reading discussion teacher-fronted, cooperative learning techniques were employed so students could read the learning objectives in the *Premise* and then brainstorm known information and questions collaboratively. Furthermore, students who were reluctant to ask questions verbally or in front of groups could communicate their concerns and desires for knowledge in written form.

Moreover, multimedia, such as websites and videos, were embedded into the KWL+GO under the *Texts* heading. The variety and amount of texts reinforced the reading strategies of skimming and scanning. By using video and audio, English language learners could get input from speakers of different accents. Also, input could be differentiated for student needs through the use of audiovisual support such as pause, replay, captioning, and reduction of the playback speed to increase comprehension and aid in note-taking. Following a summary of the notes about the texts, students were required to include a bibliography in MLA-style, the preferred format of the department.

Finally, a rubric was designed to measure completeness and effort. Students were encouraged to notice errors and omissions and resubmit assignments by editing content and the *Authorship Statement* (i.e. "I worked alone and then revised my notes after class discussion").

TABLE 1
KWL+GO Example

How to Annotate a Text

Due
March 1

Premise
Annotate means "to add notes to a book or text, giving explanations or comments" (Source: Oxford Learners' Dictionary). There is not a hard rule about how to annotate, but there are best practices. In this assignment students will be able to
- Define annotation
- Visualize annotations of a skilled reader
- List ways to make annotations in a text
- Predict when annotations would be useful in coursework

What I KNOW
- Add comments where things are important

- Highlight words I want to understand
- Add questions

What I WANT to Know
- Why is annotation useful and important?
- Are there any tips to annotate?
- When should I annotate?
- Where should I put annotations?

Texts
- WEBPAGE: Annotating Texts (UNC)
- VIDEO: Annotating an Article (GVSU)
- VIDEO: Textbook Reading Strategies - Annotate the Text (KCC)

What I Learned
- Use symbols and abbreviations (!, ?, *, T/A, ★)
- Use a pen first; use a highlighter later
- Make exam prep effective and streamlined
- Can be more efficient than creating a separate set of reading notes
- Summarize key points in your own words.
- Circle key concepts and phrases
- Write brief comments and questions in the margins
- Use comment and highlight features built into pdfs, online/digital textbooks, or other apps and browser add-ons

Summary
Annotating an article is a kind of detailed note taking. It is a learning method and can help us discover the patterns and main points of the text. Annotation takes us a lot of time in the beginning, but we'll be rewarded. When we read the text again, the key points can be found immediately. There are many ways to annotate. For example, summarize in your own words, circle key points, write comments next to them, use symbols and underscores, etc.

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- "Textbook Reading Strategies - Annotate the Text." *YouTube*, uploaded by DistanceLearningKCC, 8 Oct. 2014, https://www.youtube.com/watch?v=bE1ot8KWJrk.

Authorship
I worked with Yuji.

Scoring Rubric

3 pts Accepted	2 pts Accepted, with Reservations	1 pts Received but Not Accepted	0 pts Not Accepted
Complete and in accordance with directions. However, there may be revisions needed. If so, update your document. You DO NOT NEED TO RESUBMIT.	Complete and mostly in accordance with directions. Revisions are needed. Update your document. RESUBMIT by the extended deadline.	Partially complete and/or not in accordance with directions. Revisions are needed. Update your document AND RESUBMIT by the extended deadline.	Reflective of little effort OR incomplete OR there is an error in how the assignment was submitted and it cannot be viewed properly. RESUBMIT ASAP.

By implementing KWL+ Graphic Organizers regularly, the activity procedure became routine and reduced teacher instructional time thus increasing student work time. When submitted prior to class meetings, the instructor could preview, select and project on a screen student samples as models, and also plan and present further teacher-led instruction when there were misunderstandings or remaining knowledge gaps.The KWL+GO activities were accompanied by discussions about how the information could be applied to other courses and sometimes were paired with an activity in which students used their notes to complete an additional task. Finally, students created a portfolio of their KWL+GOs accompanied by a reflection of the process, product and content of their notes. All in all, students were presented with a flexible template that included vetted, relevant, Internet-based sources of information which they could return to for future reference.

Findings

Firstly, I wanted to know how I could efficiently differentiate the type and amount of direct instruction of skills and strategies, and discovered KWL+ GO worked best with intermediate level students who had experience reading college level texts. For example, some students did not have enough background information to complete the *Know* section and visual learners and slow typers often embedded images, such as screen shots, from provided texts rather than word-processing their notes in the *Learn* section. Nevertheless, the written summary contained the main ideas regardless of the students' familiarity with the topic prior to the start of the activity or whether their notes were primarily image-based or text-based. Also, while some students felt overwhelmed with the number of texts given in select assignments, others wanted more information. To adjust for this, texts were labeled for the different Bridge levels; students could optionally read texts assigned outside of their level. The selection of texts could be monitored based on their inclusion in the bibliography. Therefore, the KWL+GO procedure proved flexible to serve the needs of students with varying exposure to topics irrespective of their labeled level in the Bridge Program.

Next, I wanted to know how I could increase student interaction in online/hybrid classes. Learners needed to be taught and encouraged to complete the tasks with peers, which included instruction in how to use, organize, share, and collaborate on digital files. This took time to teach, which meant the implementation of KWL+GO activities could not begin until the third or

fourth week of classes. Nevertheless, once the routine was established, many students completed the activity independently and submitted KWL+GO prior to deadlines. This allowed the instructor to provide feedback and for students to make initial revisions before class discussions. These students felt more confident and assisted classmates during review lessons, fostering an environment of peer mentorship. So, while KWL+GO did not necessarily support cooperation in the pre-reading phase, it encouraged self-regulation of learning and time management in the during-reading phase and collaboration in the post-reading phase.

Lastly, I wondered how I could facilitate learning for students who could not join classes synchronously or who needed more time to process information. As the pandemic waned and classes moved fully on site and in-person, students continued to periodically require extended absences for illness and personal matters. Because direct instruction was relayed through texts embedded on the KWL+GO, absent students could complete the assignments asynchronously. Although they had a lower rate of scoring full points on the first submission as compared to students who could work synchronously in class, absent students were largely able to avoid withdrawing from or failing the course and could make revisions based on post-class discussions with classmates or during office hours with the instructor.

CONCLUSION

Many teachers find themselves working with multiple distinct student populations throughout their careers. Centering instructional approaches through training and implementation of adaptive, research-based activities, such as KWL and its derivatives, can allow more time and space for the development of content and addressing diverse student needs. Of course, students can become bored with repetitive procedures so a variety of activities is essential for maintaining student interest and motivation. Nevertheless, activities like KWL+GO can use integrated technology to broaden students' understanding of skills and strategies that can form a strong foundation to increase their awareness, confidence and success in the completion of literacy activities.

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