

Student-Facilitated ACT Classes: An Attempt to Enhance Student Engagement and Active Learning

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1. Introduction and Literature Review

1.1 Definition of Active Learning

Active learning (AL) has attracted teachers' attention and has spread widely across various disciplines, from primary to tertiary education. Although it is difficult to give a single definition, AL is usually defined in contrast to traditional lecture-style teaching in which students passively receive information from the teacher (Meyers & Jones, 1993; Prince, 2004). In other words, AL "requires students to do meaningful learning activities and think about what they are doing" (Prince, 2004, p.223). However, AL is "not just 'learning by doing'" (Kosslyn, 2021, p.3). To take full advantage of AL, instructors "need to design an activity to engage students in material that will help them achieve at least one learning outcome" (p.3). Thus, the critical elements of AL are "student activity and engagement in the learning process" (Prince, 2004, p.223) and metacognition.

AL encompasses various methodologies and approaches, such as collaborative learning, cooperative learning, and problem-based learning (PBL) (Prince, 2004). Collaborative learning, often synonymous with cooperative learning, involves small group work, highlights student interaction, and focuses on cooperation rather than competition. The main difference is that students are assessed as a group in collaborative learning while being assessed individually in cooperative learning. In PBL, students experience solving open-ended problems, often in groups, for learning. In addition, student-centered learning and flipped learning are closely associated with AL (Nakai, 2015). In student-centered learning, teaching focuses on students, and in flipped learning, learning before and outside of class prepares students for more meaningful class activities.

Content and language integrated learning (CLIL) share the same root as AL as they both aim to realize self-directed, interactive, and deep learning, leading to autonomous learning (Sasajima, 2020). Indeed, the revised version of Bloom's taxonomy, which categorizes cognitive processes into six dimensions and further into lower-order thinking skills (LOTS: remembering, understanding, and applying) and higher-order thinking skills (HOTS: analyzing, evaluating, creating), is regarded as necessary in curriculum planning in both AL and CLIL (Coyle et al., 2010; Nakai, 2015; Sasajima, 2020). Moreover, 4Cs (content, communication, cognition, and

culture) in CLIL's framework (Ikeda et al., 2015) can be considered for planning successful AL. In this way, students are expected to understand the content deeply, use language effectively for communication, reflect on their learning through cognition, and collaborate or cooperate with others (i.e., culture).

There are varieties of possible activities for AL: from activities without much group work—reflective journal writing, quizzes, and writing papers—to those involving collaboration and cooperation—discussions, debates, peer instruction, peer review, service learning, project-based learning, case studies, experiments, and fieldwork (Nakai, 2015). It is worth noting here that lectures are not dismissed in AL and when and how to use them needs to be taken into account; they are effective if punctuated with AL (Kosslyn, 2021).

1.2 AL in Japan

In 2012, the Central Education Council's report expressed the need to transform tertiary education by incorporating AL to develop “undergraduate students' ability for life-long learning and autonomous thinking” (Central Education Council, 2012, translated by the author). This is based on the awareness that society is rapidly changing with various pressing issues and that existing values and systems are expected to change. In this context, the council believes university graduates need to contribute to society by finding underlying problems and seeking solutions. As a means of cultivating students' cognitive, ethical, and social abilities, the council suggests that university education urges students to learn actively through such activities as group discussions, debates, seminars, and experiments.

1.3 Benefits of AL

AL is expected to have various benefits, such as arousing learner motivation to study, accelerating knowledge acquisition, enabling deep learning, and fostering the ability to apply what they learned by problem-solving (Nakai, 2015). Other anticipated effects of AL include cultivating communication skills, ethics, and autonomous learning ability, all of which are required of university graduates today. In this way, AL is regarded as a practical approach to nurturing wide-ranging abilities and skills (Nakai, 2015).

However, there are difficulties in measuring whether the learning outcomes are achieved in AL, especially when they are abstract and of higher level, such as problem-solving, deep learning, and life-long learning (Prince, 2004). Nevertheless, there is broad empirical support for the effectiveness of AL with varying strengths. For example, AL has been found to improve students' short-term and long-term retention of content, attention span, deep understanding, and engagement (Prince, 2004). It is generally accepted that “[s]tudents learn more when they are actively engaged in the classroom than they do in a passive lecture environment” and that AL contributes to increased “lecture attendance, engagement, and student acquisition of expert attitudes toward the discipline” (Deslauriers et al., 2019, p.19251).

1. 4 Students' Perception of AL

Even with the benefits mentioned above and anticipated results, not all students have positive feelings about AL. By citing two studies done in Japan, Nakai (2015) shows that some students acknowledge the importance of AL but prefer taking lecture-style classes to AL because of their desire to take “easy” classes, their lack of familiarity with AL, and the existence of students with special needs. In the United States, Deslauriers et al. (2019) report that even though the physics students at Harvard University who experienced AL learned more than those who experienced passive learning through lectures, their perception of learning through AL was lower than that of the counterparts who experienced passive learning in the early stage of the course. The researchers attribute this perception to the students' association of increased cognitive effort required in AL to poorer learning. Since students' lack of motivation could impair the effectiveness of AL, the researchers suggest that instructors should use strategies to let learners understand the value of AL early in the course.

1. 5 Purpose of This Paper

This paper aims to report how the author attempted to enhance student engagement and AL by introducing student-facilitated “classes” in one of the classes—Advanced Communication Training—in the core English program of Ochanomizu University in the second half of the academic year 2020. The paper also tries to examine the effectiveness of this attempt by analyzing the students' self-evaluation and reflections.

2. ACT Classes

Advanced Communication Training (ACT) program offers “practical and advanced” English courses to “enhance English proficiency” of students “by not only ‘studying English’ but also ‘studying in English’” (Ochanomizu University, 2019, p.24, translated by the author). In particular, the program responds to the need to improve students' ability to express their opinions in speaking and writing (Ochanomizu University, 2021). Based on the understanding of the program's aim—studying in English—, the author has taught ACT courses using CLIL as an approach (Hatakeyama, 2020). In the author's ACT courses, many activities that can be characterized as AL had already been used, including group work, discussions, presentations, writing papers, and reflection writing.

In the academic year (AY) 2020, two significant changes—the university's decision to introduce two active learning hours (ALH) per semester and to offer all language classes (including ACT classes) online due to the spread of COVID-19—triggered the author to reconsider the course structure, assignments, and activities. While seeking to incorporate enhanced elements of AL into class, the author encountered the concept of “classes given by students” (Nakai, 2015), found it to be one ultimate peer instruction activity of AL, and planned the semester of classes towards this

goal.

2. 1 The Author's ACT II in AY2020

ACT II in AY2020, held in the second semester, was divided into two phases. In the first phase, teacher-facilitated classes took place to prepare the students for the second phase. The students learned about SDGs, which was the content theme of the semester, and practiced presentation skills. As for the content, the students learned about the basics and history of SDGs and a few current topics (e.g., climate change, human rights, refugee issues, and Black Lives Matter). United Nations' websites, news articles, children's books, YouTube video clips, and TED Talks were used as materials. The students gained knowledge by reading and listening to the materials, wrote their responses in the worksheets assigned as homework, and orally shared their ideas in small groups in class. They also learned new vocabulary related to the content theme. As for presentation skills, the students learned about eye contact, gestures, voice inflection, and creating and explaining visuals and practiced these skills in pairs in the breakout rooms of Zoom. At the end of the first phase, using these skills, students individually gave short presentations about topics related to SDGs to a small number of audiences in breakout rooms. A short reaction paper about one of the reading or listening materials used in class was assigned as well. In this way, they experienced various activities of AL in teacher-facilitated lessons in the first phase, which built the base for the second phase. See Figure 1 for the visual representation of the scheme.

Phase two was devoted to one type of AL, "classes given by students" (Nakai, 2015), where each student group of six facilitated a 60-minute "class" out of the 90-minute class time. As preparation, each group chose a topic related to SDGs, chose a TED Talk shorter than 12 minutes, did research, and made a worksheet that included a vocabulary list, comprehension questions, and discussion questions. The non-presenting students, or the participants, watched the video and wrote their answers in the worksheet before each "class." The 60-minute "class" included: the introduction of the topic and its relationship with SDGs, background information about the TED talk, viewing of the TED Talk, comprehension check, group discussions, and a conclusion. After the 60-minute "class" was over, using the remaining 30 minutes, the presenters reflected on their "class" and then received feedback from the participants. Within a week from their "class," they submitted their self-evaluation and reflections. The teacher's written feedback was given within a week from their submission. The assignment of student-facilitated "class" was worth 25% of their course grade, which consisted of three elements: overall performance of the group project (15%, group grade), delivery skill (5%, individual grade), and self-evaluation and reflection (5%, individual grade). Figure 1 illustrates the scheme.

2. 2 Support Given to Students

As support for their preparation and presentation process, several measures were taken. First, a handout with detailed guidelines—with a suggested preparation schedule, a sample "class" flow, and a worksheet template—was shared with the students in week 8 of the semester. In this way,

Figure 1 *ACT II 2020 Class and Assignment Scheme*

Theme	Sustainable Development Goals (SDGs)														
Phase	One									Two					
Lesson #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Content	Guidance	SDGs	SDGs / Climate Change	Climate Change	Human Rights / Refugees	Refugees	ALH1	PR (IND)	Black Lives Matter	GM	ALH 2	Student-Facilitated "Class" Topic 1	Student-Facilitated "Class" Topic 2	Student-Facilitated "Class" Topic 3	Student-Facilitated "Class" Topic 4
PR Skills		Eye Contact	Gestures	Voice Inflection	Creating Slides	Explaining Visuals									
Assignments		WS	WS	WS	WS	WS	Prep for PR (IND)	PR (IND)	RP I		Prep for "Class"	WS for "Class"	Slides for "Class"	SF&R of "Class"	
Preparation for "Class"								GM (10~min.)	GM (30~min.)	GM (90 min.)					

RP II

Note: WS stands for worksheet; RP stands for reaction paper; GM stands for group meeting; PR stands for presentation; IND stands for individual; SF&R stands for self-evaluation and reflection. For the assignment schedule of the student-facilitated "classes," the example of the second "class" is taken as an example.

the students could understand the framework of their "class." The requirements for the "class" and the worksheet were familiar to the students because they had similar experiences in the teacher-facilitated classes in phase one. It was hoped that this step-by-step approach would give them a sense of security while leaving room for flexibility and creativity.

Second, a handout with useful expressions for participating in and facilitating discussions was distributed to the students. It was mainly for those students who took ACT II without taking the author's ACT I, where the students had opportunities to practice discussion skills intensively.

Third, the students could use class time for preparation, in addition to the preparation time designated as one ALH. In week 8, when the students first met in groups, they spent ten plus minutes in breakout rooms to exchange contact information of the members in the same group and to talk about what they should do by the next class (e.g., coming up with a topic and a suggested TED Talk). In week 9, they were given more than 30 minutes for a meeting time in class to decide their topic, agree on which TED talk to use, and assign roles to members. In week 10, they used a full class time in breakout rooms, shared their worksheet questions and slides, sought advice for improvement, and had the rehearsal of (part of) their "class." Admittedly, the students devoted considerable time and effort to preparation and communication outside of class. Yet, using class time for group meetings eased their preparation process and reduced their coordination outside of class. Holding a rehearsal using Zoom helped them root out potential problems and deal with them as well.

Fourth, the author monitored each group's progress. By visiting each group's breakout room, the author observed its meeting, answered questions, and intervened when necessary to clear up confusion and misunderstanding. The questions from one group were shared with the entire class and answered orally and by group emails sent through Moodle, the learning management system used at Ochanomizu University.

Fifth, during the presentation, the author supported the operation of Zoom to let the presenters focus on their presentations. For instance, the author created the breakout rooms of Zoom, with one presenter allocated to one room. The author video recorded each "class" and shared it with

the presenters to help them write self-evaluation and reflections.

Finally, after each 60-minute “class,” the author planned and facilitated time for feedback. The presenters were first taken into a separate breakout room to share their reflections. In the meantime, the participants shared good points and areas for improvement in breakout rooms. The presenters were then sent back to their original breakout rooms and received peer feedback. Finally, sharing of peer feedback with the entire class took place in the main room. This whole feedback procedure enabled the students, including the following presenters, to realize what to keep in mind to make their “class” better.

2. 3 Students’ Performance

The presenters did well from preparation to presentation and further to discussion facilitation. The presenters’ choice of topics and TED Talks reflected their interests, as laid out in Table 1 below. Their submission of the worksheets and presentation slides was timely and met the requirements. The vocabulary list was helpful, the comprehension questions were appropriate, and the discussion questions were well-thought-out. The coordination among the group members during the presentation was sufficient.

Table 1 *Topics and TED Talks Chosen for Student-Facilitated “Classes”*

Group	Topic	TED Talk	Length (min.)
1	Obesity; Hunger	Ellen Gustafson: Obesity + hunger – 1 global food issue	11:15
2	Girls’ Education; Afghanistan	Shabana Basij-Rasikh: Dare to educate Afghan girls	9:36
3	Food; Sustainability	Arthur Potts Dawson: A vision for sustainable restaurants	8:49
4	Girls’ Education; India	Ashweetha Shetty: How education helped me rewrite my life	10:41

What was noteworthy was that as the “classes” proceeded every week, the presenters learned from the experience of the previous group(s) and improved their “classes.” For example, some students realized there was sometimes idle time in breakout rooms after sharing answers about all the questions prepared beforehand. They started to create additional questions for discussions to make the best use of the remaining time. As another example, one group had the participants learn actively by choosing to read one out of the three websites. Furthermore, some presenting groups prepared their answers to the comprehension questions so that the participants could check whether their understanding was correct.

The participants also prepared well for the “class.” They had watched the designated TED Talk before each class, prepared their answers to the comprehension and discussion questions, and participated actively in group discussions. They also paid close attention to the presentation and discussion facilitation and gave detailed and constructive feedback. There were very few students who were absent.

3. Methods

3.1 Students' Self-Evaluation and Reflection

To investigate the students' learning and engagement in this AL, their self-evaluation and reflections—worth 5% of their course grade—were used as data. Out of the 24 registered students, 22 students submitted this assignment and gave consent to using their responses for research purposes. Their self-evaluation scores, given as the degree to which they agreed with the total of 14 statements, were on a five-point Likert-type scale (1: Strongly Disagree; 2: Disagree; 3: Neutral; 4: Agree; 5: Strongly Agree). The 22 responses were compiled in Microsoft Excel to analyze the self-evaluation data, and the average and standard deviation of their responses were calculated.

The students' reflection texts were written in English—the common and target language in this course and their second language—as answers to the five prompts. The prompts for their reflection texts were as follows: positive feedback from peers; suggestions from peers; the skills they improved this semester; the skills they still need to improve; and their general reflection of their “class.” For analysis, the reflection texts of the first four questions were manually coded by the author. As for the students' overall reflection, KH-Coder, a text-mining software, was used for analysis; word frequency by parts of speech was examined, cluster analysis was conducted, and a co-occurrence network was created. In this paper, due to the limited space available, only the co-occurrence network is displayed.

3.2 Anonymous Student Survey

An anonymous student survey on ACT II 2020 was conducted after the semester was over. The questions included their perceptions on various aspects of the course on a five-point Likert-type scale. Due to the limited space and the small number of participants ($n=7$), only the responses to student-facilitated “classes” are reported in this paper.

4. Results

4.1 Students' Self-Evaluation

The students' self-evaluation revealed various degrees of confidence in each aspect of the “class.” It seems that they were confident about their choice of topics and TED talks, the quality of their presentation content, slides, and worksheets, and group coordination. The average scores on these points were very high, between 4.41 and 4.59 on a five-point scale. However, it should be noted that the standard deviation of the scores on the quality of discussion questions and group coordination were 0.99 and 0.84, respectively, implying larger individual differences compared to the other items. As for other aspects, their self-evaluation score of facilitation was slightly lower (4.09), and those of presentation delivery were lower (3.18 - 3.27), again with larger individual differences (standard deviation: 0.90 - 1.34). This implies that they are less confident in facilitation and delivery skills or perceive themselves to be less competent. See Table 2 for details.

Table 2 *Self-Evaluation Scores by Aspects of “Class” (N=22)*

Aspect	Statement	AVR	SD
Topic	Our topic was relevant to SDGs, and we explained the relationship effectively.	4.55	0.66
Video	The video clip was reliable and appropriate for this group project.	4.55	0.78
	The video clip we chose was interesting.	4.45	0.78
Content	We effectively provided background information which was helpful for the audience.	4.50	0.58
	We concluded (finished) our group project presentation effectively and nicely.	4.41	0.65
Slides	We created easy-to-see and helpful slides.	4.59	0.58
Worksheet	Our vocabulary list was helpful.	4.41	0.65
	We created comprehension questions that helped the audience to understand the content.	4.41	0.58
	We prepared stimulating discussion questions.	4.45	0.99
Coordination	In our group, we cooperated well with one another while preparing.	4.50	0.84
Facilitation	We facilitated the presentation and discussions well.	4.09	0.90
Delivery	I had good eye contact with the audience.	3.27	1.09
	I used effective body language.	3.18	1.34
	I used voice inflection effectively.	3.32	1.18

Note. AVR=average; SD=standard deviation

4. 2 Peer Feedback Comments

The peers gave positive feedback on the presenters’ discussion facilitation (n=38; 51%), content of the “class” (n=14; 19%), and their slides (n=9; 12%).” As for discussion facilitation, the peers acknowledged that the facilitators gave the participants opportunities to speak, paraphrased their comments, and reacted to their thoughts. They also highly evaluated the presenters’ efforts to prepare additional questions. As for content, they found the topic and talk to be interesting and valued clear explanation based on good research. They praised the easy-to-see and helpful slides as well.

As for suggestions, the peers found room for improvement in presentation delivery (n=16; 42%), discussion facilitation (n=14; 36%), and content (n=4; 11%). They felt that the presenters’ voice inflection and body language were not enough. As for discussion facilitation, comments were on time management and the shortage of responses to the participants’ comments. In terms of content, they pointed out the lack of some required elements, the difficulty of the TED Talk, and the difficulty of the worksheet questions. Table 3 shows the details.

4. 3 Students’ Self-Perceptions

The students perceived that, compared to the beginning of the semester, they made improvements in the areas of delivery (n=16; 59%), structure (n=4; 15%), and discussion facilitation (n=4; 15%). More specifically, in their perception, they became better able to use voice inflection and body language, participate in discussions, attract the audience at the beginning of the presentation. On the other hand, the students perceived the need to improve their delivery (n=30; 83%), such as voice inflection, body language, eye contact, and facial expressions. Table 3 displays the summary.

Table 3 *Peer Feedback and Self-Perception Comments Coded by Aspects of "Class" (N=22)*

Aspect	Peer Feedback				Self-Perception			
	Good Points		Suggestions		Improved Skills		Skills To Be Improved	
	n	%	n	%	n	%	n	%
Content	14	19%	4	11%	0	0%	0	0%
Structure	3	4%	0	0%	4	15%	0	0%
Slides	9	12%	0	0%	3	11%	0	0%
Worksheet	4	5%	1	3%	0	0%	0	0%
Group Coordination	0	0%	3	8%	0	0%	0	0%
Delivery	4	5%	16	42%	16	59%	30	83%
Discussion Facilitation	38	51%	14	37%	4	15%	2	6%
Other	3	4%	0	0%	0	0%	4	11%
Total	75	100%	38	100%	27	100%	36	100%

4. 4 Students' Overall Reflection

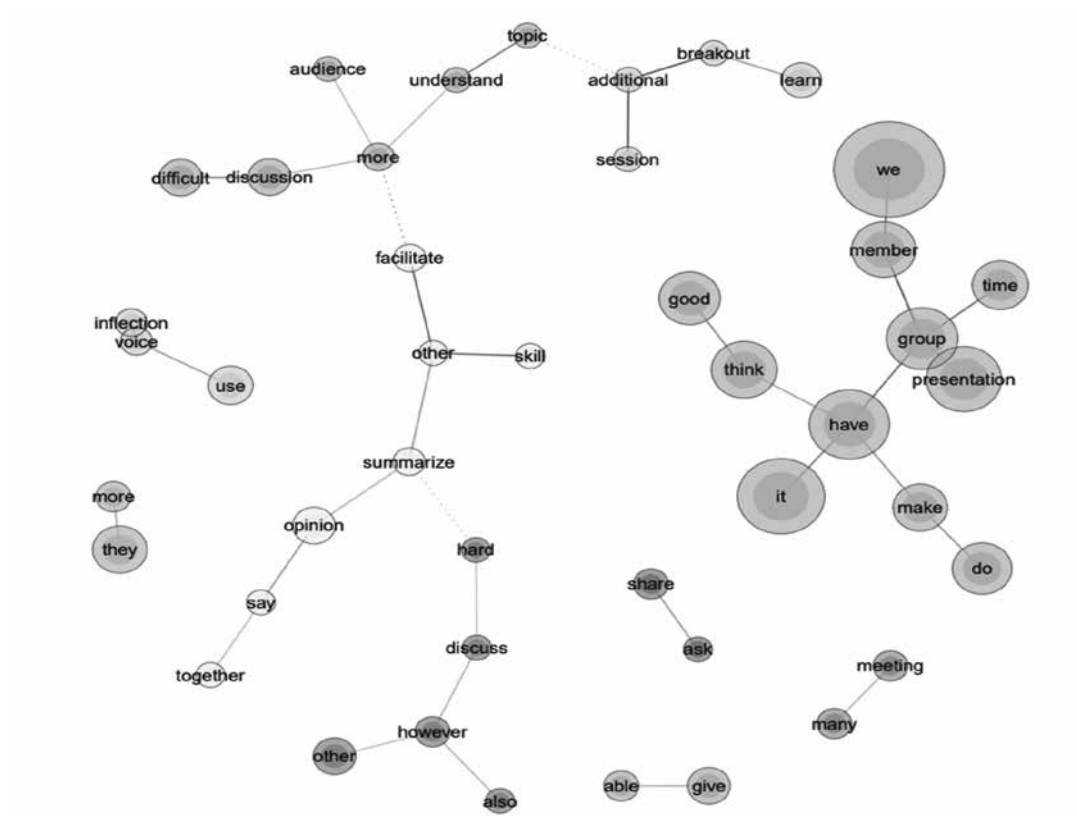
The students' general reflections revealed their fresh thoughts on their experience of giving a "class." As displayed in the co-occurrence network of the 22 students' reflections in Figure 2, the students' reflections revealed characteristics of and common elements in their thoughts. The words in Figure 2 are italicized for emphasis in the following paragraph, which summarizes the students' reflections.

The students' reflections elucidate that while preparing for their "class," the students had *many meetings*, divided tasks, and communicated with one another using online tools for preparation, such as Zoom, Line, and Google slides. It was their first *time* giving a *group presentation* or facilitating a "class" online in English for many of them, and they *thought* they did a *good* job. Some students were aware that their "class" purpose was to help the *audience understand* the *topic more* through presentations and *discussions*, and they felt a sense of achievement, although it was *difficult*. As for delivery, they felt they *used voice inflection* but found they should have done it *more* for the audience. In terms of *discussion facilitation*, they found it *hard* to use the skill of *summarizing* the participants' *opinions*. They also felt that preparing *additional* questions for discussions in *breakout sessions* contributed to the participants' *learning*.

4. 5 Responses to Anonymous Student Survey

The responses to the anonymous survey on student-facilitated "classes" indicate that the survey participants found the level of the challenge on the presenters (3.29) and participants (3.00) to be appropriate overall. They also found these "classes" mostly interesting or stimulating as presenters (3.86) and participants (4.14). They felt that there was new learning and noticing by facilitating a "class" (4.43) and participating in them (3.86). They also recognized the value of peer feedback (4.14) and writing reflections (4.29). They perceive improvement in their presentation skills (4.00). Although the number of participants was small (n=7) and with individual differences,

Figure 2 *Co-Occurrence Network of the Students' Reflections*



the results show favorable responses overall. One comment indicated that it was challenging to share roles and do research effectively since the class was not face-to-face. See Table 4 for details.

Table 4 *Student Survey Responses on Student-Facilitated "Classes" (N=7)*

Statement	AVR	SD
Interest & Stimulation		
As a presenter, the student-facilitated "class" was interesting/stimulating.	3.86	1.12
As a listener and participant, student-facilitated "classes" were interesting/stimulating.	4.14	0.83
Learning & Noticing		
As a presenter, I learned and noticed new things through the student-facilitated "class."	4.43	0.49
Peer feedback helped me notice good points and what needs to be improved.	4.14	0.64
As a listener and participant, I learned and noticed new things through student-facilitated "classes."	3.86	0.83
Writing presentation reflections helped me to reflect on my own performance objectively.	4.29	0.70
My presentation skills improved through practice and two presentation opportunities.	4.00	0.53
Difficulty		
As a presenter, the student-facilitated "class" was difficult/challenging.	3.29	1.03
As a listener and participant, student-facilitated "classes" were difficult/challenging.	3.00	1.07

5. Discussions and Conclusion

5.1 Students' Learning

The degree of the students' learning in the student-facilitated "classes" was not readily observable or measurable, as has been hinted by Prince (2004). The retention of the content knowledge or vocabulary was not assessed in tests or quizzes in this class. Instead, their acquisition and retention of content and vocabulary were evaluated by the quality of their answers to the worksheet questions every week, reaction papers, and "class" they facilitated, which was sufficiently high overall. Regarding the discussion and presentation skills, the students' self-evaluation, peer feedback, self-perception, reflections, and responses to the anonymous survey seem to show that they perceived their improvement in these skills to a certain extent, with room for improvement. This coincides with the author's observation and assessment. Altogether, there seems to be some evidence for the students' learning even though it is not quantifiable.

The student-facilitated "classes" could have contributed to the students' deep learning that utilizes and requires higher-order thinking skills (HOTS). As presenters, the students shared different ideas and perspectives, communicated online, prepared questions, and structured the flow of their "class." This collaborative learning required and stimulated especially their HOTS—analyzing, evaluating, and creating. As participants, they not only participated actively in discussions using LOTS and HOTS but also provided relevant and constructive feedback on the presenters' "class." This effective feedback illustrated their integration of learning to date and the use of HOTS, such as analyzing and evaluating. Therefore, although there is no quantifiable evidence, it seems that the students used both HOTS and LOTS, leading to deep learning, as in Nakai (2015).

Furthermore, through self-evaluation and reflections, they self-monitored their progress, noticed the gap between their ideal selves and their current stage, and identified their next goals. Possibly, this metacognition will lead them to be autonomous learners equipped with life-long learning skills (Central Education Council, 2012; Prince, 2004).

5.2 Students' Engagement

Were the students engaged in the form of AL described by Prince (2004)? Again, there is no clear evidence supporting their engagement. However, the fact that all four groups facilitated their "classes" of high quality and that there were very few absent students during this period may lend support to their engagement. The presenters' serious attitudes and the participants' active participation in discussions and feedback, as observed by the author, show their engagement. Their reflections unveil their engagement in and enthusiasm for their "classes" and show their sense of accomplishment and achievement. Furthermore, the overall affirmative responses in the anonymous student survey can be a piece of evidence.

5. 3 Conclusion—For the Next ACT II

There are a few limitations of this study. The first limitation is that the students' learning and engagement are evaluated based only on their self-evaluation, peer comments, and reflections. As discussed earlier, there is a shortage of concrete or quantifiable evidence supporting students' learning and engagement. Another limitation is the language they used in writing reflections: English. Although the reflection texts were written well and understandable from the author's perspective, since the students used their second language, there is a possibility that they simplified their reflections or that they could not have expressed their thoughts fully. However, writing reflections in English—an AL activity requiring HOTS and metacognition in their second language—has an educational value. Hence, although it was a hard decision to make, their reflections' depth and elaboration were sacrificed to a certain extent.

The student-facilitated "classes" went well overall, thanks, in large part, to the students' hard work, resilience, and engagement. However, there is room for improvement mainly in two areas. One challenge is to relieve the students' burden during the preparation process. Sharing the best practices of the previous year's groups, including their worksheets and slides, may help them concretely visualize what needs to be done and how. In addition, revising presentation guidelines by adding information and drawing their attention to avoid pitfalls may be necessary.

Another challenge is communication online. Under the current pandemic situation, communicating online is necessary not only in university classes but also in business, academia, and everyday life. Thus, getting them used to this type of communication while assisting them with strategies and tips may be the path to choose. Teaching them useful phrases for communicating online is one example. Eliciting strategy for online communication from students and sharing them with the class is another. In this way, it is hoped that the students feel motivated and will enjoy AL's intellectual challenge without unnecessary stress.

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