

**Omiya: February – More community and motivation through coloring**  
**By Miori Shimada**

Shimada first mentioned her experience in attending the art workshop and how she met the idea of incorporating coloring into her English classes. She then summarized the theoretical background and benefits of an application of coloring.

In order to motivate university students in a repeater's class, Shimada introduced a coloring activity using a low-level textbook of English anecdotes. Having completed the reading comprehension and relevant exercises, the students colored the illustration of each unit. Afterwards, they examined others' work asking questions and exchanging their impressions. They also submitted a written feedback on the discussion or on the story of a unit as a homework assignment. In addition, their longer feedback and comments were later presented in front of the class. These activities not only enhanced students' learning attitudes towards English but created a cooperative atmosphere and mutual respect among classmates.

During the presentation, the participants had an opportunity to color, share, and discuss their work as the same way it was conducted in the actual classroom. The audience and the presenter explored other modifications and applications of this coloring activity in different class contexts.

**Reported by Masa Tsuneyasu**