THE SCHOOL HOUSE

The Publication of the JALT Teaching Younger Learners SIG

全国語学教育学会若い人たちに教える研究部会研究部会定款

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The School House

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FROM THE EDITORS

This is the second issue to be published by the new editorial team, to which we give our heartfelt thanks. Moreover, a huge thank you goes to Paul Nanton for his tireless dedication to the TYL SIG and the publishing of The School House singlehandedly for many years.

We thank the authors who were very helpful and cooperative in helping us publish this volume in a timely manner. We have three contributions. Katie Kato has shared an interesting and motivating article with ideas to teach during these new and challenging times. Maya Kenova has discussed issues surrounding how educators are challenged to prepare young learners for their future in this unique situation. Marian Hara shares how to get your local chapter more active in helping teachers of younger learners

We accept submissions at any time, and details are on the back page of this edition. Please note the final submission dates for issue 3 publication is September 30th.

The TYL SIG is the largest SIG in JALT. We have 144 members, and we only have twelve officers and four members at large. We sincerely hope that you will consider joining us in any role. As you can see the editorial team members are taking on multiple roles. We look forward to your joining us, and also your contributions.

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Message from the TYL SIG Coordinator

Dear *The School House* Readers,

I trust that this message finds you all well and prosperous. We are now in full swing with the summer heat and longer days. For me in Okinawa, this time of the year brings back special memories of family BBQ's, screaming cicadas, and beach parties. And although we are still struggling with COVID-19, I hope you have been able to take a moment and refresh yourselves.

It has been a busy month of June for all of us in JALT. We had the JALT CALL conference on June 6th and 7th. It was an amazing event that set the stage for our Executive Board Meeting (EBM) the following weekend on June 13th and then culminated into our second largest JALT conference, the PANSIG. The PANSIG is an annual conference for all the Special Interest Groups in JALT. Our SIG also took part and had an amazing forum where we shared ideas and got our membership caught up on what we have been doing. If you missed it, please try to make a future conference, and talk to your officers about our SIG.

Currently, our SIG is undergoing some amazing changes. First, we have a new constitution that should be approved by the JALT executive board in November. Our constitution is what guides our decision-making process and protects the integrity of our members. Our SIG is only five years old and therefore this will be our very first official constitution. Thank you to all who have helped with this important task.

Second, we are striving to develop a new logo for the SIG. Through the process, we have entertained much discussion about the focus of our SIG. Hopefully soon, you will see an email with our current progress and ideas. Your officers have been working hard to develop a logo that better reflects our current outreach: the grassroots of education. We believe, as I am sure you do too, that 0-18-year olds are the foundation of education. With our new logo, we hope to get banners and bags to better represent our SIG and the work it does. Of course, your input is invaluable, so please reach out to your officers with any ideas and suggestions.

Finally, during these tumultuous and challenging times, we hope to get more events on our calendar to support your emergency remote teaching. We have been working with other SIGs and Chapters to better serve your needs. However, expressing your needs to your officers is paramount in assuring your voice is heard. Therefore, we welcome any comments and suggestions, no matter how small, to our editorial team at theschoolhouse.tylsig@gmail.com.

Sincerely,

Dr. Grant L. Osterman
TYL SIG Coordinator

How to Prepare Children for Their Future

Maya Kenova

MY Kindergarten, Yamagata

If there is anything we can be sure of in today's rapidly changing and complex world, it is the increased automation and tremendous shift in the professional landscape. Career opportunities are suddenly opening up in new fields while quickly shutting down in other ones.

This prompts educators to ask: What skills and qualities do the modern workplace and society demand? What new jobs will be created in the future? How do we prepare students for jobs that may not even exist yet? Is what we teach today really what our students need to know for their future success? These are some of the pressing issues 21st-century educators are facing with respect to providing an adequate learning experience.

In the meantime, policymakers are making strategic decisions about the future of education: How can the teachers of today be supported in building up the workforce of tomorrow? Does classroom instruction accelerate the rate of development proportionately with the speed of technological, scientific, political, and economic change? An adequate system of education rests upon a strong link between learning outcomes (obtaining knowledge and skills, including soft skills such as teamwork, persistence, self-discipline) and employability.

School leaders who are in charge of planning and implementing teacher training programs might find it advantageous to take part in talent acquisition workshops. When teachers are made familiar with the workforce needs, they can adapt their teaching strategies to meet the requirements of the future job market.

The reality is that traditional teaching practices focused on content fail to address the skills that the modern workforce and society demand. On the other hand, with the "one size fits all" approach to teaching we might run the risk of failing to identify the hidden talents and dispositions

of our students. What is needed to allow the nation's best minds to emerge, flourish, and provide leadership, is a system that enables the country to identify, develop, and use its human talent effectively.

Identify

The first step of identifying the talents of students requires teachers to incorporate a wide range of learning approaches and experiences while being observant and sensitive to children's thoughts, feelings, and reactions. What would happen if we turned schools into the headquarters for identifying and developing talent? What if our primary responsibilities as teachers were to identify, develop, and nurture students' talents? By giving precedence to talent identification over knowledge transfer, particularly during children's early years, we would be on the lookout for students' preferences, passions, and natural aptitudes for certain areas in a strive to help learners make the best career and life choices.

To accomplish this mission, teachers need to be prepared to make sacrifices – to go deep, beyond class schedules, timetables, and curriculum in search of greater expertise. We need to match our teaching to students' aptitudes and abilities to provide them with the opportunity to excel in what they are good at. As educators, we need to train ourselves in recognizing talent and developing our students to reach their potential and design their reality by following what they are interested in.

At the risk of degrading my 'reputation', I would draw my case as an example. A product of a post-communist education system with a strong teacher-centered tradition, I did not know my strengths nor my aptitudes by the time I graduated high school. I was a true epitome of Seneca's position: "If a man knows not to which port he sails, no wind is favorable" (Seneca the Younger). Ironically and quite surprisingly, my state of being adrift fueled my recently discovered desire to leave a mark on the world. Through my efforts to help children get in touch with their talents, I aspire for the next generation to pursue their interests and create a reality that is more aligned with their dispositions and inclinations. We have been told that "life is more about the journey than the

destination" and that what counts is the effort we put into the steps we take. Yet, no-one wants to be a feather in the wind, blown to-and-fro without reason. Most of us want to accomplish something in our lives.

If we are to help children decide in which direction to steer their boat and take advantage of favorable winds, we need to find the approximate intersection between individual talent and future workforce demand (dependent on constantly changing factors in the external environment). Children rely solely on us - on our perceptions of the things they are good at and of the knowledge and skills they will need in their future.

Develop

Once students' aptitudes and interests are identified, children should be given the opportunity to further discover and develop their potential in the context of the information age. To some extent, technology is not only driving the way in which information is created, stored, and disseminated but it is also defining the way talents are allowed to develop and to be molded by experiences.

Far-sighted educational institutions take into consideration the vastly changing external environment (such as the economy, labor market, globalization, technology, legislation, customer demands, societal changes) as well as the internal personal factors in the form of cognitive and affective dispositions when planning curricula and educational activities. The focus is on developing students' potential around the demands of the 21st century for creative innovators, critical-thinkers and problem-solvers, communicators and team-players, risk-takers, and lifelong learners.

Creative innovators

There is no doubt that Japan's postwar education, based on facts and memorization, was an important part of the country's rapid economic growth (Dierkes, 2010). As the economy matured, however, growth reached its peak and the traditional method of rote learning became outdated and ineffective.

We know that nurturing creative innovators is closely tied to the deployment of artificial intelligence into the workforce. Ultimately, there is no doubt that the robots, responsible for improving the productivity of human labor, originate from the dreams and desires of the human imagination.

Even though many are concerned that automation will displace a large number of jobs, leaving people in various sectors unable to earn a living, computers are still unable to think outside of the box. Therefore, in a rapidly changing society, with the widespread use of robots and artificial intelligence, a culture of innovative ideas and creative thinking is vital.

Teachers can encourage and train students in the practice of looking for relationships among things, of making new and original combinations of ideas and knowledge in the process of creating and inventing.

Self-confident critical-thinkers and problem-solvers

Regardless of personal qualities and life situations, we find ourselves with no shortage of problems to deal with. Problems exist everywhere – at home, at work, in our communities, in our relationships. The future won't be spared from problems either. In many cases, the solution to one problem creates new problems, such as the above-mentioned case with artificial intelligence.

It is of paramount importance to nurture the skills of critical thinking and self-expression to allow students to make use of their knowledge in the resolution of problems. To accomplish this, teachers can start by emphasizing problem-solving in everyday situations. Problem-based learning with the use of real-world experiences can cultivate the habit of looking for possibilities and solutions to problems.

A problem-solving mindset is built upon self-confidence and a positive attitude. A spirit of optimism fuels our minds and propels us toward planned action. We can inspire children to approach every problem with the confidence that what they choose to do is right and with the attitude that every

problem has an answer. Positive thinking naturally imbues children with confidence in being able to find solutions to problems.

Communicators and team-players

To thrive in a global world, individuals need to develop the capabilities to communicate and collaborate effectively with people from various backgrounds. Recognizing and adapting to individual and group dynamics, to cultural and social differences, to communication styles and approaches has become increasingly important in a globally integrated world.

Living in a highly homogeneous society, with around 2.93 foreign residents, the children of Japan need to be provided with such experiences that emulate the real world of diversity, of different ways of being, doing, seeing, and understanding (Itabashi, 2020). With the language barrier, which almost feels like an impenetrable fortress to absolute newcomers, and with a limited number of positions available to foreigners, with English-teaching being one of the main jobs held by foreign workers, foreign nationals have limited access to the job market in Japan.

On the other hand, major demographic trends - the shift from the traditional family to the nuclear family, the weakening of community ties, and the spread of mobile phones - are altering Japan's social landscape. They are depriving children of opportunities to practice and hone their linguistic skills. Designing an improved language curriculum that uses a variety of activities to restore these skills is one way for schools to contribute positively to children's future.

What is more, the challenge facing English teachers is how to teach students to communicate in English within the confines of the classrooms. In a second language classroom, where the focus is on verbal communication, the success lies in taking the lessons beyond the classroom and into the real world where children can apply what they are learning to real situations. One solution would be to organize visits to sights of interest, attractions, entertainment venues and other places usually patronized by foreigners where students can practice the language learned in class either with the staff at the facility or with tourists.

Flexible and adaptable risk-takers

Learning a new language often requires us to take a journey into unfamiliar terrain. The road is bumpy and uncertain. In a community with high social expectations and a low tolerance for failure, teachers need to find ways to reframe mistakes as opportunities. By taking the stress out of the learning equation, teachers will create a safe environment that would allow children to take risks with regard to foreign language acquisition.

With the accelerating pace of technological and social change, how well can we adapt to the new order? Whether we are navigating changing job conditions brought on by automation or changing family dynamics, each of us is being forced to deal with more change than ever before.

The educators of today are not an exception to the rule. Bombarded with stimulating and entertaining technology, fewer and fewer students remain receptive to the old-fashioned methods of teaching. To be effective in this dynamic information and technology-driven age, teachers must quickly learn to deal with the change by adapting and growing. Indeed, the change must arise from the teachers who need to seize the opportunity and lead by example.

The future calls for flexible and adaptable risk-takers who are not afraid to jump into the unknown with both feet and to make mistakes as long as they learn from them. To improve adaptability, challenge students to get into the habit of thinking in what if? terms. Asking what if questions forces the brain to simulate and helps students picture multiple scenarios.

Life-long learners

Our world today demands staff who feel comfortable with uncertainty and ambiguity, who can adapt to change and have an insatiable appetite for learning. To overcome the challenges of an uncertain future, students must be equipped to adapt to the changing conditions and to cope with the new realities by being self-driven lifelong learners.

As Michel Thomas (1997) advocates that "learning shouldn't be work. Learning should be excitement. It should be a pleasure. One should want more. The teacher is somebody who would

facilitate and show how to learn" (Thomas, 1997, 00:33). It is widely perceived that the rote memorization approach fails to inspire an appetite for study. This is what led to a change of direction in Japan's education system, in favor of a more relaxed and flexible style of education.

Recently, the themes of inquiry-based problem-solving and self-motivated deep learning have slowly permeated the education system. Shifting away from the method of simply acquiring knowledge, the Ministry of education revised the curriculum guideline to aim at fostering students' desire and ability to learn by themselves (MEXT, 2011). Students need to be inspired and helped to become lifelong learners. In a constantly advancing world, learning is a never-ending process. It is not something that can be solved by intermittent training.

Navigating an Ocean of Information

The information-driven era we live in overflows with data. Every consecutive tide of information shifts the landscape within weeks, days, or hours, depending on the industry. Tidal waves of data have the power to sweep sailors away if they don't hold the right-sized bucket to dip into a specific part of the ocean and capture only what they need. Learning is the most crucial method by which we can adapt to a world overflowing with information without drowning.

The ability to select the right size bucket is deeply dependent on one's so-called Me skills – self-awareness, control, focus, and organization. It's time to revolutionize the school system from wasting time and talent to cultivating human potential. Let's give the next generation the gift of knowing what they are best suited and hardwired to do given the characteristics of the workforce of the future. Out of genuine care for our students, we can support them in writing the narrative of their lives and imbuing them with meaning.

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Technology in the Classroom: Engaging Young Learners in Online Lessons

Katie Kato

Owner, Groovin Grizzly English School, Toyohashi, Aichi

2020 has hit us all by storm! While most of the world has come to a screeching halt, we as English language teachers have been scrambling to find ways to successfully continue our lessons for our students stuck at home. Spring has literally zoomed past and now is the time to take a deep breath and reflect on our online teaching methods, and new ways we can adapt technology in our classroom lessons. Three important questions to ask ourselves when deciding how to teach online, or adapt new technology in our classroom lessons are:

1. How can we captivate our students' imagination and creativity?

2. How can we maintain a sense of classroom community?

3. How can we give our students a sense of autonomy?

Some of the ways in which my teachers and I have found success in answering these questions are by encouraging students to create original songs and stories, engaging in pretend play or virtual make-believe, and including manipulatives in our online student packs in order to help our students interact with, and process new information.

Create original songs and stories

Songs and chants can be powerful tools in language learning. Singing and dancing together is also an easy way to have fun and interact with students in an online lesson. As Ohashi (2015, p.25) states, "Children enjoy language play that includes repetition, rhythm, and nonsense words. They like listening to the same story and singing the same song until they can recite or sing by heart", and activities that encourage this are "…crucial for children's daily life and development".

After our students learn new songs or chants in our lessons, they can watch the music videos or listen to the chants at home. Once students have memorized a song or a chant, one way in which

we try to reinforce it is by giving the students their own voice. Students can rewrite parts of the songs and make them their own. By allowing students to create their own songs and share them with other members of the class, the teacher gives the students an opportunity to share a bit of themselves with their classmates, which in turn resonates feelings of personal accomplishment and community.
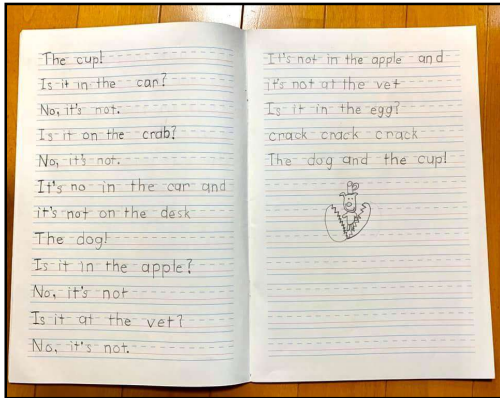
Above Left: A student played 'MadLibs' and rewrote a chant from a Think, Read and Write (TRW) reader. Above Right: An 8-year-old student who was inspired by playing 'MadLibs' with the chants from the TRW Readers made her own original book after reading the book 'A Cat' from the Jelly and Bean series. Note. Photos courtesy of American English School.

The same approach can be used with the stories that we read to our students. We can ask our students to rewrite certain parts of the story or create a new ending. When students see the stories they created being enjoyed by others, anecdotal evidence indicates that it builds their confidence and increases their motivation.
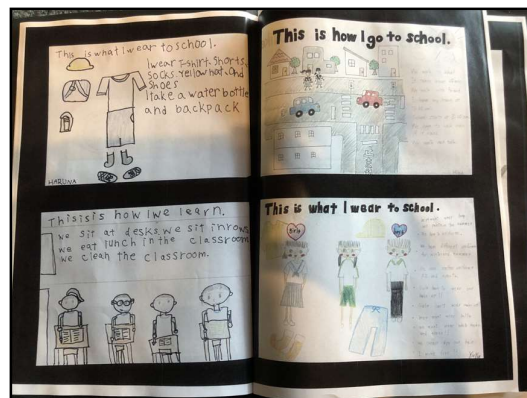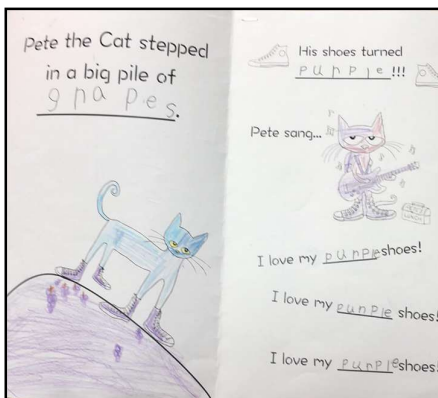
Above Left: Five and six-year-old students share their original versions of 'Pete the Cat: I Love My White Shoes' by Eric Litwin. They were proud to add their creation to the school's extensive library. Above Right: Fourth to Seventh grade students created their own original version of the book 'This is How We Do It' by Matt Lamothe. The book was sent to pen pals in Australia, and a copy was added to the school's extensive library.

We have also encouraged our students to come up with their own stories, through the use of digital story-telling. Digital story-telling can be achieved by using a variety of multimedia such as pictures and audio recordings, and can be about anything. Students can create a fictional story with characters from their imagination, they can tell about a personal experience they have had, or they can even tell a story about something or someone they are passionate about. Digital storytelling is a valuable tool that can be used to aid students in comprehending new content as well as encourage fresh discussion and group participation (Kosara & Mackinlay, 2013).

Our students created digital stories in small groups. Each group used a storyboard to brainstorm their ideas and then each student wrote different scenes at home. When the students returned to class, we edited the scenes, found digital content online, rehearsed and recorded them. Below are three examples of student work. The digital story on the left is of a deer's journey through Japan. The video in the center is a fictional story about a hungry rabbit who tries to catch Carrot. The story on the right tells the history of the candy bar Black Thunder which was created in the students' hometown. All of the videos were created using Keynote and iMovie, and then uploaded to YouTube as unlisted videos.

Above: Screenshots of three digital stories created by fourth grade to junior high school students.

Virtual make-believe

Teaching online is challenging, and reaching the hearts of the very young learners is especially difficult. When teaching online, one way that we can meet our students on the other side of the screen is through play. Play is a spontaneous activity that children naturally create on their own (Whitebread,

2003). Play is also a fundamental part of a child's learning process and language development (Ohashi, 2015). There are many ways we can play with our students online. One way we can spark our students' imaginations is through pretend play. An easy way to start being imaginative is by using magic. We can make believe that we have magical powers that turn our students into bunnies or monsters, for example. Our students can also make a magic wand that can control what we do or where we are. Allowing our students to use their English to create their own magical spells to control what is happening is a great way to build autonomy and increase motivation. When the students and the teacher are all acting like they are lost in the forest, they can start to share emotions and feel like they are together again.

We can also use technology in our classrooms to enhance pretend play. Using sound effects is a great way to stimulate the imagination and encourage our students to be spontaneous or talk about their feelings. If your classroom has a big screen or projector, you can also use virtual backdrops. Older students can also enjoy pretend play by using a green screen as a backdrop for a video project and give a news or weather report.

Online packs

A big difference between lessons online and lessons in the classroom is that classroom lessons are more hands on. Students are physically involved in the learning process as they choose question cards from a pile, arrange the furniture in a playhouse, and put puzzle pieces together. Having something tangible helps them to focus on the task at hand and interact with their classmates. Manipulatives are especially important tools to keep kinesthetic leaners engaged. When students are given the opportunity to physically touch and manipulate new information, they can find their own ways to process, organize and retain it (Corrales, 2008). Teachers can provide their students with manipulatives to enhance online lessons by putting together online packs. Online packs are sets of materials for students to hold, play with and manipulate during their online lesson and can help

facilitate tangible interaction. Below is a short list of examples and ideas to help you increase student participation.

• **Laminated cards with white board markers:** These can be used for spelling games, Pictionary, bingo, etc.

• **Envelopes with question prompts or picture cards:** Students can cut cards and fill the envelopes themselves. These can be used for warm-up or speaking activities. Students can describe their pictures or other students can guess what is on the cards.

• **Flash Cards:** Students can cut out the flash cards and practice at home. They can also use the cards to play games during the lesson.

• **Board Games and a paper dice template:** Students can make their own paper dice at home or together in class. Then all students can play the board game at the same time on their own game boards. The teacher can say ready, set, roll. This saves class time and keeps all students engaged.

• **Phonics blend cards:** Give the students a set of cards with different letters and phonics blends. Have them cut them out at home. They can use them in the lesson for lots of different activities and games to create and spell new words.

• **Worksheets with QR codes:** You can create worksheets for songs and stories to teach in the lesson and add QR codes to direct the students to a YouTube video with the song or story so they can watch again at home.

• **Materials for a classroom art project:** If you precut strips of colored paper for your students to make hats during classroom lessons, why not do the same for your online lessons?

• **A house or town layout with cutout furniture or shops:** Students can prepare the cutouts at home. These layouts can be used for a variety of activities and classroom games.

• **Paper dolls or puppets:** Students can color these in class or at home before the lesson. Young learners can hold up the puppets when singing songs, or reading stories. Paper dolls can also be used in classroom games and discussions.

- **Realia:** Teachers can ask students to bring real objects to the 'classroom' to share with classmates and use them to enhance the lesson. The teacher can make a list of things for students to find before the lesson or ask students to find something spontaneously.

It is important to continuously give our students new opportunities use their English in creative ways. Allowing our students to create something original and work in a group is a great way to increase motivation, and motivation is key! I hope the following ideas can encourage and inspire teachers as well as young learners to believe in themselves and feel more connected whether online or in the classroom.

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Making Your Chapter Work for You

Marian Hara

TYL Chair of Tokyo JALT

JALT is changing and so is English teaching in Japan. Interest in teaching younger learners has grown as the official elementary school curriculum has been developed. What was often a temporary stage in a teacher's career is now more likely to develop into a full-time career. More specialized post-graduate and diploma courses are available on teaching English at the younger levels, and there is a wider range of job openings than before. This is all good!

Within JALT, attendance at Junior JALT workshops and presentations during the national conference have increased greatly. There's a lot going on, and this SIG is a big part of the changes. However, at the local chapter level there is sometimes a shortage of events for YL teachers. I want to tell you how you, as a member of this SIG, can work to persuade your chapter to serve you better.

In Tokyo we had the same situation. Although a member for many years, I was frustrated that chapter events all catered to teachers at the university level. Luckily, by getting support in the form of a free venue from the school I worked at, a private Junior and Senior High school for girls with an attached elementary section, I was able to persuade Tokyo JALT to create a new team. That was in 2016. Since then we have held 3 events per year, some of them very well attended and have been able to invite some big-name speakers too. These workshops and presentations have all been held thanks to cooperation from the SIG.

My advice is, if you want something to happen, you have to do your bit. That might be no more than asking your chapter to set up something for teachers of younger learners. It could be more! You could be given a job like I was, but it doesn't have to be too time-consuming. YL events are a great way to bring new people into JALT, as guests and hopefully new members. Guests attending events bring in helpful extra income for the chapter.

You can find people at private schools, teachers in public elementary schools, local *eikaiwa*, *juku* and private tutors working alone. Some of these people may be your friends, and glad to get together to share ideas with other teachers at this level. Some of these places may be willing, as my school was, to host events. It works as a kind of PR for the school and can serve their teachers. The teachers in my ex-school are invited to attend for free. Win-win! Remember, the YL SIG covers up to high school. Although fewer high school teachers have time to spare, we try to cater to them in our Tokyo programmes by having several items on the programme for different age levels.

Telling your chapter what you would like to see, and being willing to help make it happen, could open many doors. This SIG is here to support you as a YL teacher just as your chapter is. Finding speakers close at hand is more economical but you can ask for SIG support as we did in Tokyo. Many people are happy to speak for free, to polish their presentation and workshop skills, and 'best-idea' share sessions are a great way to add to everyone's portfolio of skills. Extensive reading, CLIL, phonics instruction, project work, the use of drama, effective classroom management and team teaching are all great topics. Now we also have the challenge of online teaching, which is in everyone's mind this year. It's good to have a big-name speaker at some stage, and helps the chapter reach more teachers. Advertising in Japanese is also advisable to reach Japanese English teachers.

In conclusion, if you're not getting what you want from your local chapter why not do something about it? The YL SIG is here to support events all over Japan for teachers like you. So, go for it! Here's to a brighter future for all YL teachers and to more exciting lessons and learning for our students.

<div align="center">**Events**</div>

July 11th, 2020
Teaching English to Young Learners (Osaka seminar, online)
Time: 2:00 PM - 5:00 PM
Speaker: Mitsue Allen-Tamai (Aoyama Gakuin University, Japan)
Organization: Temple University Japan
Location: Online, Online (Online Event)
http://www.eltcalendar.com/events/details/8232

July 12th, 2020
TEMI ONLINE Teacher-training Seminar :Elementary School : Materials
Time: 9:00 AM - 12:00 PM
Speaker: Helene J. Uchida (founder of TEMI and Director of Little America English Schools
Organization: NPO Teaching English Methods Institute
Location: Online, Online (Online Event)
http://www.eltcalendar.com/events/details/8226

July 18th, 2020
Teaching English to Young Learners (Tokyo seminar, online)
Time: 2:00 PM - 5:00 PM
Speaker: Mitsue Allen-Tamai (Aoyama Gakuin University, Japan)
Organization: Temple University Japan
Location: Online, Online (Online Event)
http://www.eltcalendar.com/events/details/8233

September 10th – 11th, 2020

JES (The Japan Association for Teaching English in Elementary Schools) which was to be held in Gifu will be held online.

https://www.e-jes.org/

For an up to date list of events please visit http://www.eltcalendar.com/events/teaching-kids

Special Announcement

We are pleased to announce that the TYL SIG and the BRAIN SIG are collaborating on a joint issue of the MindBrainEd Think Tank, the BRAIN SIG magazine that connects brain sciences to language teaching, to teaching younger learners.

MindBrainEd Think Tank has 1100 subscribers in 33 countries, so the articles should be more globally generalized rather than Japan centric. Literature reviews are not being accepted. The style should be "readable and engaging" and there should also be scientific support for claims made. Stories, surprises, practical tips, etc., are all very welcome. Articles should be about 1500 words.

Please look at the links below for past issues and for advice on writing new ones, plus information on how to submit your article.

Think Tank Archive:

https://www.mindbrained.org/mindbrained-think-tanks/tt-archive/

Submission Guidelines & Template

https://www.mindbrained.org/write-for-us/the-think-tanks/

Happy Writing!

Kate & Mike

Submission Guidelines

The TYL SIG is looking for submissions for our publication, *The School House.* We are looking for a wide range of material pertaining to younger learners (this includes up to and high school students). Contributing to the TYL publication is of benefit not only for you as a means of being published, but also for our members to be informed about what other people in the SIG are doing in terms of teaching and research.

✓ We accept different types of articles for *The School House*. Please refer to the publication guidelines below for details.

✓ All submissions are subject to review by the publications team.

✓ Publication of research articles is subject to a double-blind peer review.

Publication:

The School House is published three times a year (March, July, November).

Deadlines:

Submissions for *The School House* are accepted on an ongoing basis, but the deadlines are: January, May and September.

Publication Guidelines

Style: Please follow APA 7 style for English manuscripts. Please double space the entire text, tab-indent all paragraphs, and use 12-point Times New Roman font for main text (10-point for figure captions).

We accept different types of articles:

✓ Feature research-based articles (3,000 - 5,000 words)

✓ Short articles (maximum 1,500 words)

✓ Interviews (1,000 – 3,000 words)

✓ Classroom ideas (maximum 1,000 words)

✓ Book reviews (700–2,000 words) 700 – 2,000 words)

✓ Conference/ presentation reviews (700 – 2,000 words)

✓ Text Reviews (700 – 2,000 words and based on a text you actually used in class.

✓ Language program reviews (600 - 1500 words)

✓ Other: Event updates, and other writings dealing with younger learners

Submission procedure

Please send your (APA formatted) document, in a Microsoft Word format to theschoolhouse.tylsig@gmail.com.

Note: Please indicate the type of article, your name for publication, and your affiliation in the body in the body of the email.