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The School House

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From the Editor

Dear Reader,

Spring is here and as I write this in Sapporo the snow has melted whilst in Tokyo the cherry blossoms bloom once again. With the challenges of last year, I hope we can look ahead with renewed energy. Many of you are in the classroom teaching children daily. It is a demanding role without the extra burden the pandemic has put on us. I hope this edition of *The School House* will give you ideas and inspiration as we start this new academic year.

In this spring 2021 issue we have five articles that cover the complete range of students that the JALT Teaching Younger Learners SIG age group covers. Starting with articles for teachers of our youngest learners, Oda shares pertinent and practical advice when teaching pre-schoolers. Next, Rosaidi, Radzi and Shafie describe two traditional games and the benefits found when implementing them at English language camp organised by Universiti Teknologi in Malaysia. Following on, Huback's article explores using games in second language classrooms, to facilitate learning to become more fun and engaging. Moving to on-line tools, we have the first in a three-part series in which Paterson with his students, the first being Kimoto, share a teacher-student perspective on book review activities carried out during the pandemic. Finally, Park outlines a lesson using the free AntConc software for teaching high school students.

This collection of articles is truly multi-cultural. However, regardless of the culture we are teaching in, or the background of the students under our tutelage, the need for the next generation to learn English is increasingly pertinent. With the variety within these pages, I hope there is something to not only interest you, but something that will also make a positive impact in your classes. Also, don't forget the PAN-Sig is this coming weekend. Please join us if you can. You can find information here: <https://pansig.org/>

All the best,

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Message from the TYL SIG Coordinator

Dear SIG Membership,

I am coming to you today from warm Okinawa with the memories of the start of the initial outbreak here in Okinawa. I was at the park today and saw that the cherry blossoms are now finished which usually marks the start of warmer weather. This month also marks the date the World Health Organization declared COVID-19 a pandemic and in a year marked with uncertainty and change, our SIG has found new ways to succeed. Yes, we have had a slight drop in membership, but I think we have also grown together as a group and become stronger. It is my hope that the members that have decided to not renew, either to hardships or personal choice, will one day rejoin us. I would also like to thank all of you for your patience, understanding, and your commitment to working with young learners. It is truly remarkable, the care and concern that you have shown for both students and each other, during these difficult and challenging times.

We have many events upcoming to support your professional development needs. Our second largest conference the PanSIG is just around the corner in May, and we will have another forum this year. PanSIG will be an online conference with year the weekend of May 14-16, 2021. We will have several of your officers talking at this forum and helping you with collaboration between students and teachers in the classroom. The autonomy that we allow as teachers helps our students personalize their educational experience and frees up time for more one-on-one attention. With a student-centered classroom, teachers have more time to work individually with students in a more meaningful way. The presenters will provide useful ideas to help free the bonds of a teacher-centered classroom and provide a guide to a more student autonomous pedagogy.

Other chapters and SIGs are working on collaboration for teachers of younger learners.

Yokohama JALT is having a conference in May with one of our own Ruthie Iida. She and Mary Nobuoka will speak on raising bilingual children and young learners. Please go to the jalt.org webpage to see more details. We are also planning an event with Sendai JALT with speakers presenting from Europe. You will not want to miss this event if you want new ideas to bring to your classrooms.

Finally, you are all genuinely appreciated as valuable members of our teaching younger learners' team! I can not say enough how much I personally respect all that you do day in and day out for young learners. Please believe me when I say, your efforts are not in vain and definitely not unnoticed.

Sincerely,

Dr. Grant Osterman
TYL SIG Coordinator

Language Lessons for Preschoolers Made Easy: Six Steps for Success

Melanie Oda

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Many English language teachers in Japan find themselves in a difficult position for which they are poorly prepared: creating a preschool curriculum for English language learners ages 3-6 from scratch. Despite the popularity of language lessons held during the school day (30-40 minute lessons are common,) most preschools have little or no experience with English language teaching. Teachers find themselves entrusted with creating the curriculum and materials. Occasionally, teachers are given curriculums to use that are insufficient, poorly thought out, or not developmentally appropriate. In this situation, the teacher must make extensive adaptations.

As a teacher with many years of teaching and curriculum creation experience for these kinds of lessons, I would like to share the six steps I use to ensure that my lessons are successful.

Step 1: Know Your School

The first step to creating a curriculum is to understand expectations. Most preschools in Japan have carefully crafted reputations. Don't hesitate to ask your contact at the school what they want and what previous teachers have done. Searching for *kuchikomi* (word of mouth) online or talking with people who are familiar with the school can lead to a wealth of valuable information. You will need to approach your curriculum keeping the school's reputation in mind. Is the school academically oriented? Play-based? Montessori? Steiner? A basic knowledge of the different approaches will go a long way to keeping your school, the parents, and yourself in a happy relationship.

If your school is academically minded or focused on preparing students for elementary school entrance exams, you will probably be expected to teach students to write the alphabet. The teachers at your school may not know about phonics teaching and learning, but it is advisable to include it. There are myriad materials available online. However, due to cultural differences, many may not be appropriate for your students. Choose with caution. Students in these types of schools are used to being told exactly what to do and thrive on routine.

Play-based schools prefer for children to learn through doing. Usually, they do not want writing included in classes, instead preferring the teacher introduce a variety of songs and games. You may find your biggest challenge in play-based classrooms is discipline. In this case as well, a well-established routine helps maintain order and structure in the classroom.

Montessori or Steiner schools in Japan often fall in between on the spectrum of academic versus play-based philosophies. You may find that teachers resist using negative reinforcement and rely on communal forms of discipline. (For example, teachers may ask the class to wait for Johnny to sit down to begin story time instead of telling Johnny to sit down.) Once again, a well-established routine is key to encouraging student participation and maintaining order in the classroom.

Step 2: Know Yourself

After you understand what kind of preschool philosophy you will be working with, it's time to get real with yourself. Preschool teaching usually involves singing, dancing, and games. Teachers are often expected to make materials. If any of these areas are not your strongpoint, you will need to improvise and adapt. If you can't carry a tune, for example, you will need the help of a music player. If you have limits physically, you will need to craft your curriculum in a way that accommodates your abilities while permitting the children to move. If you are not good with arts and crafts, you will want to use materials available online and must take care that they are appropriate for your students.

It's also important to consider your working conditions. You may love using realia, but it may not be feasible if you have to travel an hour to school by train. Preschools in Japan sometimes do not have air conditioning or may keep it at higher temperatures than other establishments. This is another factor you must keep in mind. Finally, consider the number of hours you will be teaching and whether or not you will have breaks in between. You have to be able to make it home after a very active day at work!

Step 3: Establish a Routine

The secret to success when teaching young children is to remember that they have short attention spans. For children ages 3-6, I plan my lessons so that no activity takes more than 10 minutes. If an activity is particularly successful, I may let it extend beyond that time. However, I always use the 10-minute guideline when planning.

Different teachers use different routines, but I recommend the following structure:

Greeting

Recurring Vocabulary/target language

Theme Vocabulary/target language

Game or Activity related to theme

Storytime

Goodbye

Depending on your school's philosophy and the length of your lessons, you might also include phonics/writing time, snack-time, and craft-time. It's important to rotate passive activities, like writing practice, with motion-filled ones.

Greeting

I like to start my preschool classes with a "hello song." There are a wide variety of songs available on the internet, or you can invent something that works for you.

Recurring Vocabulary/Target Language

This portion of the lesson will be the same, or almost the same, every lesson. There is no need to emphasize the vocabulary or target language since students will learn it gradually over time. This section of the class should be similar to the "circle time" used in preschools outside of Japan. Some ideas:

How are you? (various answers)

Weather

Months

Days of the Week

Numbers

It is good to include songs and gestures in the recurring vocabulary but remember to keep this portion of the class short. It should not take more than ten minutes.

Step 4: Plan Your Themes

Most young learners' language programs utilize a monthly or seasonal theme. Schools usually expect it. The theme portion of your class should be different and new enough to the children to catch their interest while remaining age appropriate. Most themes you remember from your preschool days will work fine! This part of the lesson should start by introducing new vocabulary and target language. (I like to use a question/answer pattern.) Include chances for children to use the target language through songs, activities, or group work. You may find your students start to fidget and need to move at this point in the class. Plan for that and incorporate it in your curriculum. I use songs with gestures, chants where children can jump or clap, etc. Some examples of themes I've had success with:

Colors

Seasons

Animals

Holidays

Daily Activities

Clothing

Next, it's time for an activity or game to give students a chance to practice with you and with each other. It's good to rotate games where there is a winner with activities where everyone wins. This prevents students from becoming uncooperative when they don't win. Some game suggestions:

Modified duck-duck-goose (for example: pumpkin-pumpkin-ghost)

Charades

Simons Says variations

What Time is It, Mr. Wolf?

Some activity suggestions:

Jump and touch the _____ (variations)

London Bridge

Ring around the Rosie

Follow the Leader

Step 5: Share Culture through Story Time

Story time is a great way to get the class sitting down and refocused after a game or activity. There's no need to choose stories based on language difficulty. Rather, it is best to choose books that tie into your theme and adapt them to suit your students' language proficiency.

Story time gives teachers a chance to expose students to other cultures. Books about holidays and traditions are obvious choices, but books about everyday activities are also very effective. A book about going to the doctor will show your students the differences between clinics in another country versus where they live. A book like *No, David* (David Shannon) will introduce your students to different foods, different ways of bathing, and different methods of discipline.

You can use story time to expose students to cultures beyond your own experience. Choosing a wide variety of books with different settings creates an enriching environment for both students and teachers.

Step 6: End with a Personal Touch

At the end of the class, teachers can avoid crying or tantrums by incorporating a personal touch in their goodbye routine. I usually sing a good-bye song and give each student a high-five. (This must be done in an organized way or children will swarm you and make it hard to leave.) With Covid-19, this has become more difficult. Some ideas:

Elbow tap

Foot tap

Air-five (don't actually touch hands)

Conclusion

By establishing a routine for your classes, you will find it easier to maintain control because students know what to expect. Using one portion of your class for recurring vocabulary reduces the number of new materials you need to produce for each lesson, while also teaching students through repetition over time. Combining this with a monthly or seasonal theme adds variation to your lessons and helps children maintain interest. Finally, choose picture books that are related to your theme. Books from different cultures that widen a child's worldview are excellent choices for the preschool classroom.

Traditional Games for Young Global Learners

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Abstract

Traditional games were introduced to international students during an English language camp organised by Universiti Teknologi MARA, Cawangan Perlis, Malaysia. Some of the main objectives of these activities were to enhance the learners' language usage in giving and receiving instructions, and expand their intercultural skills so that they can value things in their surroundings. These young learners were around 9 to 12 years old. They were taught the imperative form, useful verbs, and sequencing in giving and receiving instructions. They learnt simple, straightforward instructions through learning traditional Malaysian games like '*Teng Teng*' and '*Batu Seremban*'. The findings suggested that these young learners increased their English vocabularies as well as learning a few Malay words. They understood simple instructions and learnt more about utilizing the appropriate imperative form, useful verbs and sequencing as the learning environment was not stressful. In addition, these international students increased their cultural awareness because they learnt about Malay culture through playing these traditional games.

Participants

Traditional games were used as a part of the activities in a language camp programme organised by Universiti Teknologi MARA, Cawangan Perlis, Malaysia in 2016. This programme was attended by 40 young learners from Muslim Wittaya Phuket School, Thailand. Their ages ranged from 9 to 12 years old. These students had minimal exposure to speaking in English since most of the time they use Thai and some of them used a few Pattani Malay words. This camp was the first language programme co-organised by both institutions. The programme was also successfully extended in 2017 and 2018.

English in Thailand

In 2019, English proficiency in Thailand ranked 74th out of 100 countries. It had a score of 47.62% which was classified as very low. In 2017, the country came in 53rd out of 80 countries with a score of 49.7%. In 2018, the country's score was 48.54, ranking it 64th out of 88 countries (Suwitcha, 2019).

Objectives of the games

These games were introduced to meet several objectives:

- a) To enhance language usage, especially in giving and receiving instructions

- b) To improve students' vocabulary
- c) To increase their intercultural skills: familiarize the students with traditional games which they might not be aware of
- d) To create a conducive learning environment for the students to practice and improve their English proficiency

Description of the Games

Batu Seremban/ knucklebones

Batu Seremban is a well-known traditional game among children in Malaysia, especially for girls. It is played either in a small or big group of people. Usually, small stones are used to play the game. Some people also use tiny cloth bags stuffed with beans, rice or sand. Good reflexes are needed to play this game.

Rules of the game

Batu Seremban is played with only one hand and it continues for several rounds. The aim of this game is to collect as many points as you can by flipping and catching the stones on the back of one's hand each round. First, the players sit in a circle and try to catch the stone(s) following certain patterns :1, 2, 3 stone(s) in sequence, if they play with 7 stones, or 1, 2 and 3+1 stone(s) at a time, if they play with only 5 stones. The players need to put down the stone to be caught first, then throw it in the air. While that stone is still in the air, the player needs to pick up the remaining stone(s). The players will continue until they manage to collect all the stones without dropping any of them. The player who can catch the greatest number of stones on the back of their hand will score more marks. Finally, the points are totaled after several rounds of playing the game.

Teng Teng /hopscotch

Teng Teng can be played with several players or alone. The first player will toss a marker onto the court. The marker can be a small stone, coin, bean bag, or chain with a charm. Then, the player will hop or jump through the spaces to retrieve his/her marker. The designs of the court differ, but it is usually composed of a series of linear squares. The squares are numbered in a proper sequence in which they are to be hopped. The player continues the turn by tossing the marker into square number two after completing the first round. The turn ends if the player steps on a line, misses a square or loses his/her balance. The first player to complete one course of the court will win the game.

Procedure of the activities

In introducing these traditional games to the students, an instructor first described the games in general (one game at a time). Then, the instructor explained the rules to the students and asked them if they understood the games. After that, the students practised these games and later described all the activities to the instructor.

Findings

Based on these activities, young learners improved their English vocabulary while playing the games. They learnt specific English words to describe these traditional games. They also learnt a few equivalent Malay words as they played along. These students were involved in an authentic environment while learning the target language as they engaged in the activities.

Other than that, they were motivated to participate in the activities. Games can work as a self-motivator to invigorate learners' interest and curiosity (Saha & Singh, 2016). Games also add interest to students and the emotions aroused when playing games add variation to language instruction (Bransford, Brown & Cocking, 2000). The games incorporate many types of learning styles such as kinaesthetic, auditory and visual. Thus, the activities helped to cater the learners' diverse learning preferences.

Teachers' feedback

Students were not stressed learning the target language while playing these activities. They managed to use imperatives and proper verbs while playing these traditional games. However, instructors or teachers needed to use Thai or Malay language at times to explain certain things. When some of the students used improper English, the instructors helped to correct their sentences or choose the proper words. The Thai teachers used English imperatives with their students to give out instructions. They participated and practised with the students too. Most of the teachers also learned new vocabulary along with their students. They helped to relay verbal feedback to the students after discussing with the trainers.

Students' feedback

The students learned new vocabulary such as *firstly*, *secondly* and *thirdly*. They also practised using new phrases such as “*now, it is your turn*”, “*throw the marker*”, “*all the best*”, and “*play well*” when they played the games. These students also built more self-confidence while explaining what they learnt to the instructors. A few of them still utilized Thai or Pattani Malay words and but the use of English was prevalent. The students had fun learning the language while playing these traditional games. Additionally, the exercises promoted cooperation among the learners since they worked together to score the most noteworthy points for their groups. There was no formal feedback form given to the learners, however, after each activity the trainers asked them on their responses.

Conclusion

These traditional games were introduced to bring more variety to the class while teaching the English language to those young learners. In a very traditional classroom, young learners do not enjoy passive learning. The utilization of games helped to create a more interactive environment for them to practice the language. They enjoyed the sessions and were excited to finish the task. They also

learned to interact among themselves through helping each other with the tasks given. Hopefully in the future, it will be possible to include more hands-on activities and use different traditional games in Malaysia for the learners, so they can engage and be active in their learning process. Introducing these traditional games also helps to teach them about other cultures.

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How to Play and Learn: Games in the Language Classroom

Ana Paula Huback

Columbia University, New York.

This article explores some suggestions on how to use games to facilitate and make the learning process more fun and engaging in second language classrooms. In a world where our students have unlimited access to technological resources that they interact well with, it is increasingly important to innovate our pedagogical approaches to language teaching, otherwise the students can lack interest or motivation to learn. My background is that of a professor teaching Portuguese in the United States. All the games I suggest here have been successfully tested in my language classrooms. Though I teach in higher education, I have made some adaptations to make these games accessible to younger learners. The five games I explain work better in a student-centered classroom where learners interact in groups most of the time.

1. Vocabulary

There are a number of games that can facilitate the sometimes overwhelming task of memorizing vocabulary. I will present the ones that my students enjoy the most. All these games are more fun and entertaining when points are counted, and either a student or group wins.

a) In groups of three or four students, the teacher provides the students with a list of all words they have learned on a specific subject. Each student picks a word from that list and starts explaining in the target language what that word means. The other students will have to guess the word. Once they find out the word, they can cross that one out of the list so that it does not get repeated. The winning group is the one who has been able to guess the most words.

b) This is another game for vocabulary: in groups of three or four students, the teacher gives the students little pieces of paper with one word written in each of them. Without seeing the word, one student will show it to the other students in the same group. The students who see the word will have to take turns to describe it to the classmate who is holding it without seeing it. This will go on until the student who is holding the word figures out what the word is. Once he or she finds out, the student who gets points is the one whose description made the student identify the word. In a second round, another student will be the one who will show a new word to the classmates without seeing it. Each new word has a new student in this main role.

2. Numbers

For small or large numbers, there is a game that I use, and my students absolutely love it. I organize the classroom in groups of three or four students, according to the total number of students. Then I give each group a piece of paper with the names of about 10 famous people written on it. Each

group has to discuss in the target language and guess how old each of those people are. Depending on their proficiency level, I give my students some fixed sentences they can use in the discussion, such as “I think she or he is.... old” or “No, I think she or he is older/younger”. These short sentences usually guarantee that they will be using the target language all the time. Though this game focuses more on learning numbers, with these small sentences the students are able to use the target language to develop more complex comments about each person they are talking about. Instead of saying just “I think he is older”, they usually elaborate more and say things such as “I think he is older because he is married and has kids”, which includes structure and vocabulary that they have already learned. To give the game more flavor, I ask the students to choose a group name that is meaningful to them. After about ten minutes of discussion, we go back to the main session and I write the group names on the board. I ask them their guesses for the ages, and I assign points to the group that got the age right or to the one that was the closest. The students get thrilled in this final step.

3. Verbs Marathon

This game is suitable to languages that have a large number of irregular verbs. I give my students a list of the irregular verbs that they should study at home. Then I organize the class in groups of three or four students. I write down all the irregular verbs in their infinitive form, each verb in a different piece of paper. To that piece of paper, I also add information about which verb tense I want that specific verb to be conjugated in, as shown below:

TO BE Present Tense	TO GO Past Tense
--------------------------------------	-----------------------------------

I put all these pieces of paper in a bag. One student from a group draws a paper from the bag and reads aloud the verb and the tense in which it is supposed to be conjugated. That student has to write that conjugation on the board. To make the game more competitive, I give the students one minute to finish writing the conjugation. After that time the students cannot write anything else. Along with the other students we will evaluate if the conjugation she or he wrote is correct. In order to win points, a conjugation pattern has to be entirely correct. If so, the group that student belongs to is assigned one point. Encouraging the students to make up group names is always more engaging in terms of identity.

4. Mix and matching for fluency

This is a game that helps students think in the target language and gain more oral fluency. Many different topics can be adopted, but the example I will provide here is about dogs in a shelter who are waiting to be adopted. In this case I had the class working in two big groups. To one group I

gave a list of the animals that were in the shelter, with their characteristics and specific conditions they may have. To the other group I gave a list of people who were interested in adopting a dog, along with the type of home they had available. The following descriptions were given in little cards to the students:

Animal	Potential owner
Klara is a playful Labrador. She is 2 years old, big, and still growing. She enjoys going for long walks and chasing birds.	Linda has a big house in the countryside. She is retired and loves to stay outdoors.
Bob is a tiny mutt. He is 5 years old. He is very quiet and likes to sit under the cupboard. He also likes to play with his toys at home.	Eric lives in an apartment in the city. He doesn't stay at home a lot. He wants a dog that does not need a lot of attention,

The vocabulary for these descriptions can vary according to the level of proficiency each class has. The idea would be that students are able to pair up Klara with Linda, and Bob with Eric because of the similarities between the dogs and their potential owners.

After each group explored the possibilities, including solving problems with new vocabulary and such, I regrouped the students in pairs, one from each group. The students then had to share the information they had and hopefully find the perfect dog for each potential owner. As there was a number of possibilities, I regrouped them once again to compare the combinations they came up with.

5. Adjectives

This is a guessing game about celebrities. Each student will think of a celebrity and how to describe that person. In the whole group, somebody will start describing a celebrity and whoever can figure out who that person is should just shout their name aloud. The teacher can definitely count the points the students scored.

In sum, all these games can definitely make the students more engaged in the classroom activities and will certainly facilitate their learning experience. In a world in which people interact more and more through their phones, it is crucial to bring more real human interaction. We can start by playing games in our classrooms!

Multi-Media Book Review Projects

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When COVID-19 hit the educational sector in spring 2020, it had a major effect on many aspects of teaching. Having been a part time teacher at a Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) and International Baccalaureate accredited junior high and high school for almost five years, my teaching was also impacted by the virus. From the start of the semester in April until late June, all our school's classes were held online via the Microsoft Office 365 app, and with some teachers (including myself) using the Teams video conference app for synchronous online classes. In addition, my students had all taken my classes the previous year when we had made extensive use of Google's G Suite. Therefore, the transition to online classes was fairly straightforward given the previous online project-based learning approach I had been using (Paterson, 2018) with students working in blended learning communities of practice (Lave & Wenger, 1991; Wenger, 1999).

For this unusual and unexpected online Emergency Remote Teaching (ERT) start to the semester I decided to use a book review assignment I had previously used with university English language classes. I chose this assignment as the students in my junior high school classes could be reading their book while in lockdown at home, and they could also do the written review parts of the task online via G Suite as they already had the experience of using these apps collaboratively in the previous year. That left the online video classes on MS Teams for 'class' discussions. When we returned to partial face-to-face classes in mid-June (half the students attending each time and socially distanced) and then full face-to-face classes (with all students attending, albeit still wearing masks) in early July, we proceeded as per our normal classes, but with the bulk of the reading, research, and writing already done in the online period.

The book review task itself is also designed to follow the most recent iteration of the *Educational Multimedia Projects* setup I have been using since 2012 (Paterson, 2018, & 2014a). Additionally, the classes themselves build on the *Online Peer Review e-portfolio Writing Process Pattern* (Paterson, 2009b) I had been using in my university classes since 2009. This was all designed to help students learn to combine educational technology into their learning more efficiently, and to address the lack of digital literacy skills in Japanese students (Paterson, 2017b). The classes also incorporated an online and face-to-face final peer review check before uploading to Turnitin for plagiarism checking. Research has shown that online peer reviews generate more comments overall,

and in general more detailed comments than paper-based or face-to-face peer reviews (Liu & Sadler, 2003). In addition, the timeliness of the comments (online commenting generally being faster than waiting to see the writer's paper and then commenting in class and in a limited time period when meeting face-to-face) also feeds into the *Just In Time Teaching methodology* (Guertin et al., n.d.; Paterson, 2014a, 2018, p. 398). However, the non-verbal aspect of in-class face-to-face peer reviews has also been cited as important (Liu & Sadler, 2003). Therefore, I have been incorporating both online and face-to-face peer review aspects into my writing classes ever since I started this approach on Google Documents back in late 2008.

I also regularly add a self-reflective blogging component as a semi-public online form of learning log into my classes. Learning logs have been shown to have 18 beneficial effects for learning by Moon (2003). However, I have students write them (self-reflective blogs) online on Blogger. They also read each other's' blogs so they are 'writing for we' with 'we' being the class as a group., rather than 'writing for me' with 'me' being themselves and their teacher (Paterson, 2016).

Student empowerment is another area I feel strongly about and whenever possible, I like to try and have my students co-present at events/conferences with me. This sets them a motivational challenge in that they know if they produce really good work, they have a chance of presenting it to a wider audience with me. In the past I have been able to do this with my university students, (Paterson et al., 2014b) , and in the COVID-19 world this year I have been able to co-present on a number of occasions with my junior high and high school students. The focus of these presentations were their experiences on learning during the COVID-19 ERT period (Paterson, Kimoto, et al., 2020; Paterson, Hirai, Hata, Motohashi, et al., 2020; Paterson, Hirai, Hata, & Tsuji, 2020). This paper (the first of a trilogy of papers) is an extension of that practice, as my three co-writers, Honami Kimoto, Aya Yamauchi, and Mitsuki Saito, are all students from my junior high school class who co-presented the Keynote session at the Okinawa JALT 21st Century Language Teaching Conference in October 2020 with me.

On that note, the rest of this and the subsequent papers are mostly written by these students describing the project's processes they followed, their reflections on their own learning through this experience, the feelings they have towards the research they did as part of the project, and their reflections on doing the actual presentation with me at the event. The opinions and ideas expressed in the following section of this part and the following parts are their own, with my role restricted to advisor and editor only. So, for the remainder of this study Honami, the first of the student writers, showcases the skills she has learned.

Implementation of Beneficial Tools/Techniques

My name is Honami Kimoto, and like my classmates and co-writers, I am currently attending a junior high school in Tokyo, Japan. I have had the experience of living abroad for roughly ten years, so I had never fully attended a Japanese school until I was in the seventh grade.

When I re-entered Japan and started school, I had anticipated a higher level of education in general than what I found. As disappointing as that was, I found Japan to be at an even lower level in another educational area, namely the implementation of educational technology. However, Mr. Paterson's classes exceed my expectations, and I feel that in just two years I have learned some skills that students usually do not learn until college. These tools and techniques will be explained below, and please remember these are only just a fraction of what was taught, however they have truly have made a significant impact on my education.

Book Review Terms Document

When we first were assigned the task of writing a Book Review Terms Document (BRTD) (Paterson, 2017a), I felt that there would be little use in reading the book because we were required to write the plot of the book beforehand. I mistakenly thought that when writing about the plot, it meant knowing the outline of the book extensively so that afterward, it would act as a guide when thinking of the bias of the book. This is just a personal opinion, but I did not enjoy the fact that the book would be spoiled for me, and that I would not have the same anticipation nor excitement that a book usually provides readers.

However, I do see a beneficial aspect of writing the BRTD beforehand, a task which consists of going through the 3B system, one of Mr. Paterson's teaching ideas. The 3B's are an abbreviation for background, biography, and bias about the author/book. This system allows readers to do more in-depth research, and I felt that it helped shape a unique perspective on the book whilst reading it. By thoroughly researching each one of the 3B's, I found this task to be significant in assisting me when it came to analyzing the book in detail as well as focusing my ideas and impressions about the book.

Since I had completed the BRTD before reading the book, it gave me the chance to speculate about the author's message, and as a result, I was able to acquire a unique way to view the book. I can also state that this was crucial when working on my Academic Book Review (Paterson, 2009a) itself, because parts of the BRTD connect directly to three of the four sections, which are the introduction, summary, critique, leaving only the conclusion. I found this to be very convenient and thought that the BRTD is a beneficial requirement when writing a book review, as it would help convince the readers of the views discussed in the review.

Blogger

As part of the initial online class book review process, students were required to write a reflective blog post about each chapter shortly after reading it. By utilizing the Blogger app, my writing skills have dramatically improved. In Mr. Paterson's classes, we are also required to write a reflection post on the face-to-face classes; what we did not know, our genuine reactions to the various tools we were introduced to, our experiences with the class, and other self-reflective points.

Until utilizing this app, I did not have a personal habit of writing regularly and frequently, and did not have a chance to enhance the writing skills that I already possessed. In fact, I found that my writing skills declined after my return to Japan. However, since using Blogger continuously for over a year, I can state that my fluency writing has improved, as well as enabling myself to utilize my writing skills regularly, both of which were significantly beneficial to my writing skills overall. With time and practice, I have been able to better express my ideas and writing in great detail.

According to the recent data from a survey done by our classes' students, out of 38 students, 61.8% had said that they enjoyed utilizing Blogger, with many of them feeling that it undoubtedly helped their overall writing ability, as well as developing a regular habit of writing in English (Kimoto & Yamauchi, 2020). Although expanding our vocabulary range can be difficult, by utilizing Blogger continuously and building up the habit of writing a certain amount regularly, I have felt that this app truly did improve and enhance my fluency writing. Other research has also shown that reflective writing in learning logs helps students by letting them be more open about their weak points, and to give and get help more easily (Moon, 2003). I absolutely agree with this as I have been able to learn from my blog reflections.

Typically, in Mr. Paterson's classes, students are presented with various apps/tools/websites to utilize, and taught ways in which we should complete an assignment, and we are given an appropriate time to have it all turned in. Of course, we are able to ask questions, but we mainly try and put everything together by going through the process of trial and error several times, and learning how to do it on our own. I have noticed that when writing the reflective blogs, I am able to clearly point out the problems/weaknesses I have, and from that, think of different solutions or methods I could try. Furthermore, by reading other students' reflective blogs when I am lost on what to do, I am able to genuinely get inspiration and ideas from classmates that I would not have been able to find on my own.

Feedly

Finally, Feedly is a tool we utilized that conveniently organizes the blogs and other websites we wish to see regularly in one place, instead of having to repeatedly look for blogs individually. It has a minimalistic theme, and it is simple to add the sources (including others' blogs) you want to see. In our case for every chapter of the book, we were required to write a reflection blog post on that chapter. By doing so, it enabled me to organize certain events that took place in the chapters, as well as letting me see the connection of those events as a whole. Since we were also able to view each other's blogs, I was capable of seeing how others were analyzing their books. This made me feel as though I had been reading multiple books including my own, and it was a novel experience for me. Therefore, by utilizing Feedly, I was able to organize my analysis of my book, as well as get some ideas from others on their style of book analysis in depth.

This is the end of the first paper in the trilogy. As is shown above the effects of this teaching approach have been very beneficial for improving students' learning. The next part of the trilogy by Aya Yamauchi and Mitsuki Saito will continue with other aspects of this course in the upcoming issues of *The School House*.

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Academic multiword phrases in high school English classes using AntConc

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Educators would agree that teachers need to provide effective instruction for students' English language development and improvement. In particular, formal instruction is considered beneficial to second language (L2) learners (Long, 1983; Park, 2019). Second language researchers have investigated the preliminary impact of input that has been purposefully maneuvered to implement language instruction (Sharwood Smith & Truscott, 2014). The purpose of this article is to describe a classroom activity using AntConc. The task described in this article helps high school L2 students improve awareness of lexico-grammar through the instruction of multiword phrases from a lexical bundle list of academic corpora (Hyland, 2012) by using AntConc software [<https://www.laurenceanthony.net>] (Anthony, 2020), which is free and user-friendly software. The activity is efficient for language teachers who wish to analyze linguistic features.

The classroom idea of using multiword phrases targets at intermediate to advanced level students for their vocabulary learning. The aims of the lesson can be shown as the following, to:

- increase high school L2 students' awareness of multiword phrases in English.
- improve students' knowledge of lexico-grammar.
- develop students' skimming and scanning reading skills.
- apply the knowledge of lexico-grammar to the concordancing program in AntConc.

The procedures of the lesson include nine steps:

1. Review what the students learned from the previous session.
2. Explain the concordancing program in AntConc.

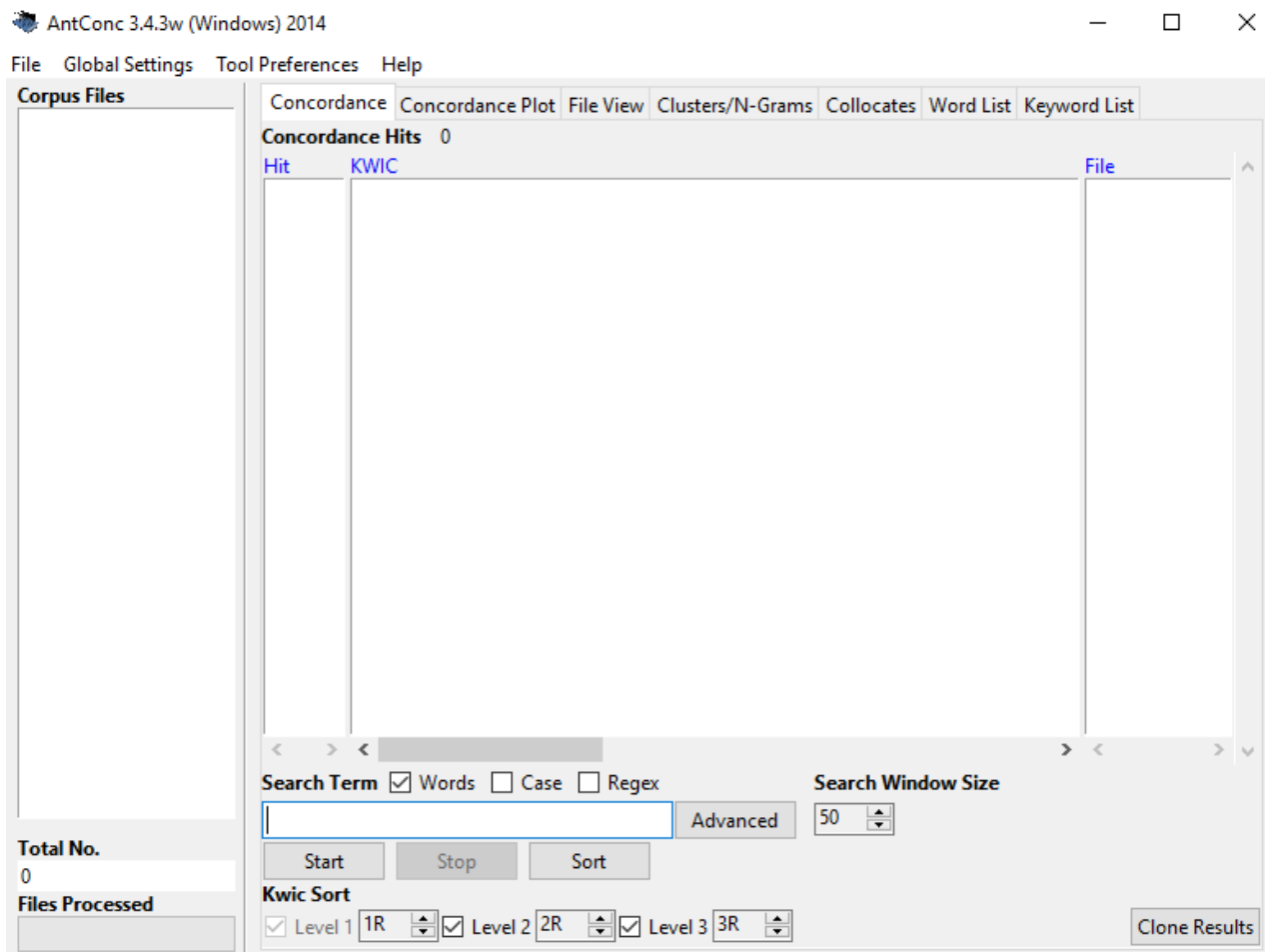


Figure 1: Concordancing program in AntConc

3. Show concordances of the multiword phrase (e.g., in terms of) surrounding it, thinking of meaning as shown in Figure 2.

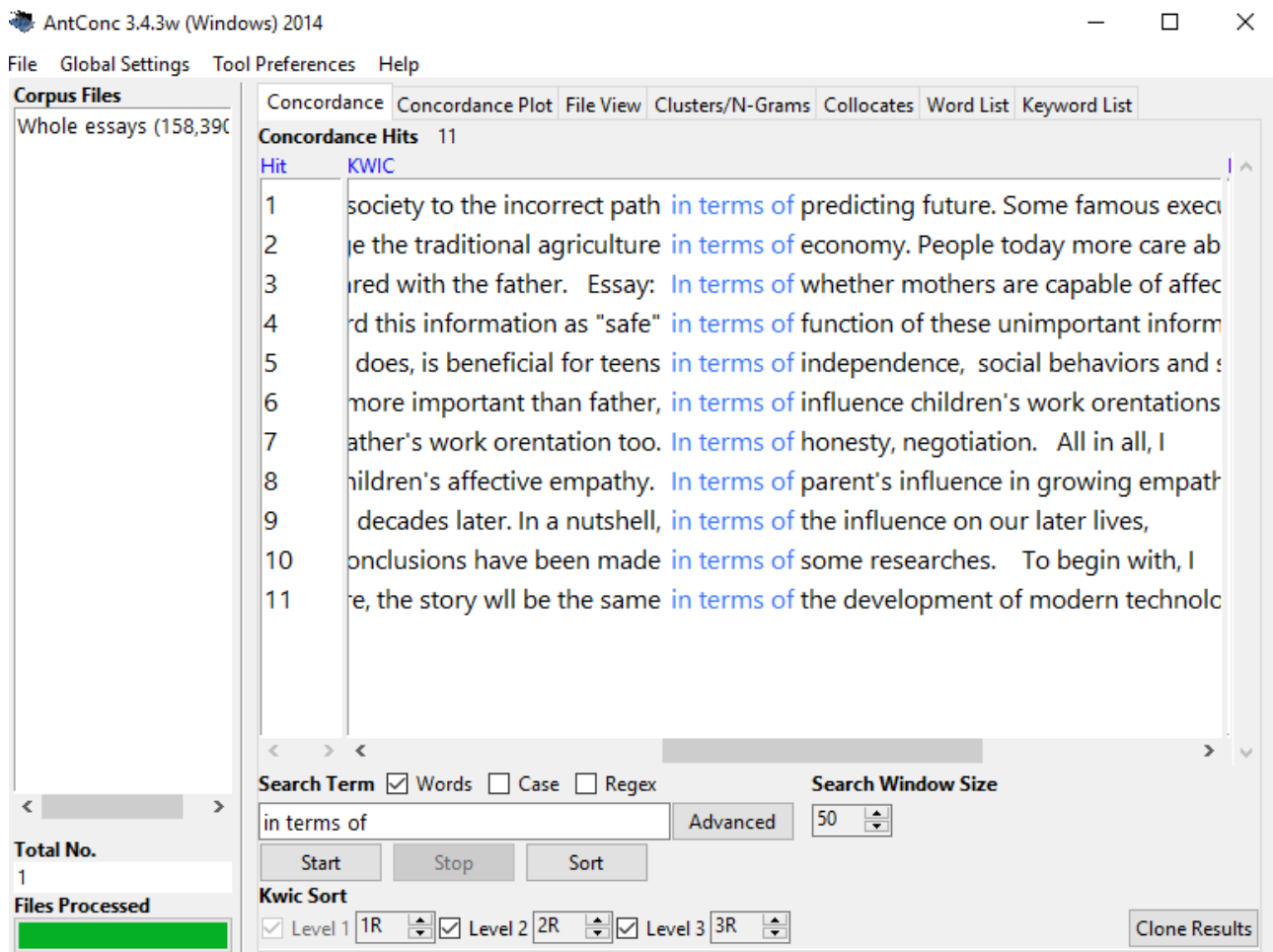


Figure 2: Demonstration of generating the concordancers

4. Distribute the worksheet (see Appendix 1) about questions to help the students' understanding of the concordancing data.
5. Pair students and ask them to discuss their answers from the worksheet with peers.
6. Have students explore other multiword phrases in the given dataset by using the concordancing program in AntConc.
7. Ask students to generate their own concordancers as Appendix 1.
8. Encourage students to use the sentences from their concordancers in their academic papers.
9. Share what they generated by using the concordancing program with the whole group session.

As for pedagogical implications, English language teachers should help students (1) understand the concept of academic multiword phrases and (2) navigate technology, such as downloading the software and manipulating it based on the teacher's step-by-step instruction. To personalize this lesson, it would be ideal to use students' writing repository so that the results are authentic and meaningful to the students. As a follow-up activity, students can repeat the process of

the lesson above with other multiword phrases discussed in the class, such as “on the other hand”, “when it comes to”, focusing on functional use of multiword phrases.

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Appendix

Appendix 1: Worksheet

§ Look at the concordancers of the multiword phrase, “in terms of,” in AntConc and answer the questions.

1.	and the society to the incorrect path	<i>in terms of</i>	predicting future. Some famous executives
	tries directly change the traditional agriculture	<i>in terms of</i>	economy. People today more care about
	type of people compared with the father. Essay:	<i>In terms of</i>	whether mothers are capable of affection
	Other people regard this information as "safe"	<i>in terms of</i>	function of the unimportant information
	parents’ pressure does, is beneficial for teens	<i>in terms of</i>	independence, social behaviors and
	why mothers are more important than father,	<i>in terms of</i>	influence children's work orientations.
	I follow my father's work orientation too.	<i>In terms of</i>	honesty, negotiation. All in all, I
	predicted by children's affective empathy.	<i>In terms of</i>	parent's influence in growing empathy
	quite worse several decades later. In a nutshell,	<i>in terms of</i>	the influence on our later lives,
	circumstances. Some conclusions have been made	<i>in terms of</i>	some researches. To begin with, I
in the future, the story will be the same	<i>in terms of</i>	the development of modern technology.	

Which type of part of speech commonly follows ‘in terms of’?

2. *Where is the multiword phrase of ‘in terms of’ located in texts?*

3. *What do you think is the function of ‘in terms of’?*

§ Based on the discussions and the knowledge you acquired from the class, consider any multiword that stands out to you in the given dataset. With the selected multiword phrase, Concordancers of the target multiword phrases are generated in AntConc. The students can then share their concordancers with the whole class.

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