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

The School House:
Teaching Younger Learners Special Interest Group

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From the Editors

To all our TYL Sig members,

Spring is coming early to Hokkaido, and with it a new hope for a fresh start. For those of us in the teaching world or with children in Japan, spring is a bustling time. Now with graduation ceremonies behind us and entrance ceremonies just around the corner, in this edition you will find some information I hope you'll find inspiring if not at least interesting.

We have four articles and the introductions of our two new officers: Ran Niboshi and Frances Shiobara; both of whom are a wonderful addition to the already fantastic team you have serving you. Please remember we always welcome more hands-on deck, so even if you are not sure of where you might best fit in, please let us know you are interested and we can give you suggestions. You can contact us through tyl@jalt.org.

Shiobara and Niboshi have both written to tell us about the Postive Discipline Course they recently took, which has yielded surprising benefits for them both (no spoilers here). Nevertheless, not to leave you hanging Masako Moriwaki, our SIG program co-chair, is organising a course that YOU can take, this year! You'll find the dates after Shiobara and Niboshi's article.

Picturebooks are currently a hot topic, and Ivan Botev has written to tell us about their merits. On a completely different note, your SIG President Erin Noxon has given us ideas of how to set up our own language laboratory. Martin Sedgahat has shared another classroom activity with us (you may remember his last one too), and finally you'll find some information and ideas of how to help those students that fidget in your classroom from me, Kate Sato.

With a real smorgasbord of articles, I hope this puts a spring in your step as we move forward into the start of new classes. Please remember The School House is published three times a year, Spring, Summer & Autumn/Winter. Submissions are welcomed on an ongoing basis, so please check out the submission guidelines at the end of the journal. Lastly, if you submit a research-based article, please bear in mind it can take up to six months from acceptance to publication as it goes through the double-blind peer review process.

Good luck and we hope to receive your submission when you are ready!

Best wishes,
Kate & Gaby.

From the TYL SIG President

Dear SIG Membership,

Hello again, everyone wherever you are this spring! Finally, the cherry blossoms are blooming, and the sun is just now deciding to peek out. One can only hope that finally we get a break from the rain.

The PanSIG will be here soon, and we hope you all will join us in Fukui. Our forum will be called "Scrambled Eggs" and our tagline is "teachers teach in isolation, so let's work together to support each other and brainstorm ideas to make our classrooms more awesome!" Basically, we want you to come join us, share any problems, and together we will work to find solutions. It can be so hard to build your professional learning network (PLN) isolated just in your setting. So, let's go Back to Basics (theme of PanSIG!) and work together to find ways for our students to learn in better ways (which is the goal of what we all do, right?)! So please try and join us at the Fukui University of Technology in May!

And of course, the International Conference will be in Shizuoka in November. I hope you can come and connect with other TYL SIG members there and enjoy some excellent TYL presentations, especially at JALT Junior!

By the way, I greet you now as president of our SIG and no longer as coordinator! Why? It's a long story, but all SIG Coordinators are now SIG Presidents (… so… simply, just a title change). I'll be doing the same job and am still the same person who writes this greeting for our awesome The School House journal!

Speaking of the journal… in this issue I wrote an article about the LL program I built for my school. In the article I did not mention why I created the LL, but the main reason I built the program was because I had no money to do anything else. It ended up being a great thing for me!

Have you built something or done something you are proud of at your school? Can you write up an article about it? If so, please email it to our editors for the next issue. We *love* to publish articles from our membership and, honestly, just 1000 – 1,500 words is doable. So, why don't you try and find a moment, and write something else for the next issue? I'd love to read about it.

Well, I hope the rain does indeed clear up and that you have a wonderful spring. I look forward to connecting with you soon at a TYL event!

Sincerely,

Dr. Erin Noxon

JALT TYL SIG President

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ABEs for Helping the Movers

Kate Sato, Hokkai-Gakuen University

In the TED talk, Do Schools Kill Creativity?, Ken Robinson tells the story of a young girl named Gillian. Her mother took her to see a doctor because she would 'fidget' at school (Robinson, 2006). This was in the 1930s, and the doctor's diagnosis was not that Gillian was sick, but that she was a dancer. Gillian's mother acted on this diagnosis and enrolled Gillian in dance classes. Gillian went on to have a successful international career: She was awarded the Dame Commander of the Order of the British Empire in 2014 for her services to Dance and to Musical Theatre (Dunn, 2013).

I call these fidgeting children 'movers': they not only like to move, they need to move. In fact, they can't sit still. Our role as teachers is to facilitate learning, and sometimes we have children in class who find it hard to sit still and engage. Much has been written and researched on fidgeting, and while this article does not purport to be an extensive review on the literature related to fidgeting, it does offer three strategies to answer the question of what teachers can and possibly should do. I refer to these three strategies as the ABEs:

- ✧ **A**cknowledge these children
- ✧ **B**e prepared to take risks
- ✧ **E**ngage the power of inhibitory control

These three strategies are explained below.

Acknowledge These Children

We need to be careful with making assumptions about children who fidget; we are not licensed medical doctors. Nevertheless, it is not advisable to ignore, or try and subdue the behaviour (as anecdotal observation has shown me very recently), or ignore the child's need to move as it could lead to 'behaviours far more distracting' (Anne et al, 2010 p. 31). Indeed, some children who fidget are 'smart children who have trouble learning' (Bernstein & Shelov, 2012, p.291). When we acknowledge we have children who are fidgeting, we can turn our attention to helping them, and in Japan, we want to do this without the child being picked out, or loosing face which leads to the B of ABE.

Be Prepared to Take Risks

Children who fidget need to move. Why not include activities that can be completed while standing or moving? After instructions or demonstrations for an activity are given, have the class stand up to do the activity standing up. Also, tell the students that when the activity is complete, they should sit down. This not only helps release energy, it also helps with increasing the blood flow to the brain which in turn regulates blood sugar (Miller et al., 2020) and oxygenate the body. Children are often required to sit at school while they learn, but increasingly, medical research shows huge benefits come with getting up for 5 minutes every 30 minutes (Guildford, 2023). Nevertheless, especially in larger classes, or with younger learners, teachers don't want to risk losing control of the class. The result can be an overly teacher-centred class. Simultaneously, in teaching language we need to give students the space to practice the language in a way they can make mistakes, learn, and improve. Why not have increased peer practice, which is done standing up?

If you have never tried this kind of technique, you can also use a timer to help with classroom management. You can either set the children the goal of completing the task within the time, challenge them to do the task as quickly as possible (and maybe note their time for comparison later), or simply set them the task X many times in a set time (if it is, for example, pair practice for a conversation). If you have never tried the latter technique you may like to start with two minutes knowing you can repeat the exercise once again.

Once we step out of our comfort zones, and let children stand up and move around in class, you and your class can have fun with the E of ABE for movers which I will now explain.

Engage the Power of Inhibitory Control.

You may wonder what inhibitory control is, and how it can help. Do you know the activity (or game) musical statues? If you are not familiar with the game here is an explanation. Someone, usually an adult, plays some music and stops it at a time they choose. When the music stops, the participants (usually children) are supposed to freeze (like a statue, hence the name). If anyone is found moving, they are sent to one side (they may become helpers to look for people moving with the music stops). The music starts again and the game continues. In the traditional game, eventually, there is one person left; the person who could 'freeze' without moving (or being caught moving). They are considered the winner.

Inhibitory control is the process of consciously stopping (or pausing) an action and waiting. For instance, 'checking a swing at a bad pitch in baseball or stopping oneself from running into traffic are examples of situations requiring inhibitory control.' (Schachar & Tannock, 1993, p.722)

Inhibitory control is a medical term which describes 'the suppression of goal-irrelevant stimuli and behavioral responses' (Tiego et al., 2018 p.1). Inhibitory control is important from a neurological perspective as it is an 'executive control [which is] required in order to choose, construct, execute, and maintain optimal strategies for performing a task, as well as to inhibit and alter strategies that become inappropriate' (Schachar & Tannock, 1993, p.722.)

As one of several processes involved in the executive functioning of the cognitive system, inhibitory control plays a significant role in determining how various mental processes work together in the successful performance of a task (Dowsett & Livesey (2000). Inhibitory control is linked to language development (Ibbotson & Kearvell-White, 2015) and reading (Chiappe, Siegel, & Hasher, 2000). Therefore, it's beneficial to strengthen it in the language classroom.

Apart from its important cognitive function, exercising inhibitory control in the classroom can also be a lot of fun, build anticipation and thus allow for language processing. At the same time, excess energy is expended so movers can become more focused.

Here are three simple activities of how to weave inhibitory control into your classroom for linguistic growth.

Activity 1: Move & Freeze
1.   have the children stand up and tell them you are going to sing a song
2.   play the song (for example a greeting song, a body parts song, etc)
3.   stop the song before a key word or a word at the end of a line in the lyrics
4.   have the children stop (or freeze), count down quietly from 5 to zero while they stay still (this not only helps them practice inhibitory control, it also gives them time to think about the next word of the song)
5.   when you arrive at zero elicit the next word of the song from the children
6.   then start the music again and repeat from 3-6.

Activity 2: Touch & Freeze
Without music another activity could be imagine you are playing slam (karuta) or an activity that requires the student to touch or write something. If it is slam:

1. the leader (possibly the teacher) tells all the children to put their hands on their head, or knees, or elbows, etc.

2. says the target word, or phrase, for a card or object

3. have the children hold their hands still for about 5 seconds (again it's good to count down aloud)

4. and then let the children touch the card.

Again, not only does this activity practice inhibitory control, it allows those children that need to process the language the time to access the necessary language to complete the task successfully.

Activity 3: Do and Freeze

This (gesture) activity can be used to teach verbs. Start with the class standing up, and when they get to no.4 below, they can sit down.

1. have the children stand up to gesture the verb (e.g. jump, hop, go shopping, eat pizza, etc)
2. as they are doing the gesture say 'freeze' or 'stop'
3. ask if anyone can guess the target language, (without giving the answers)
4. then say, 'start again' or 'go' and let the children continue the gesture until either time is up, or they give an appropriate answer.

This short article offers three strategies (acknowledge the students, be prepared to take risks, and engaging inhibitory control) for helping those students who find it hard to sit still in class. I have given explanations (including medical and neurological reasons) and solutions for using inhibitory control. I hope that even without movers in your classrooms, you can have fun trying out the techniques I have shared here, and at the same time knowing how you are helping your students increase the executive function of their brain with the ultimate aim of facilitating language learning in the classroom.

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<p align="center">**Character Battle Card Game**</p>

<p align="center">**Martin Sedaghat**</p>

<p align="center">**Niigata University of Health and Welfare International Preschool**</p>

As a child, one of my favorite games was Top Trumps (n.d.), a well-known collectible card game from the UK. In this game, players draw cards from a deck that follows a specific theme, such as dinosaurs, aircraft, or Harry Potter, and then compare the characteristics on their cards to determine the winner of each matchup. As other card games such as Pokemon and Yu-Gi-Oh are extremely popular here in Japan, I decided to create my own simplified version of Top Trumps, which I have used successfully with students from the ages of four through sixteen.

At the most basic level, students enjoy seeing the colorful characters, imagining them facing up against each other, and guessing what card will be drawn next. As the cards are selected randomly, all players are on an equal level regardless of individual language ability, which also means that teachers can join in the game as a participant. For the language content of the game, students practice the reading of the characteristics, the accompanying numbers, and the comparison of their card with their opponent's card.

Materials needed:

A printed and cut-out set of cards (lamination is recommended so they can be used many times)

Example set of cards: Character Battle Game

Introduction

    a. Tell students that they are going to play the Character Battle Game. Show them a few examples from the deck to build up their excitement and anticipation, and ask them to guess what other characters might be included.

    b. Draw one card and use it to explain each part of the card layout, including the character name, the picture, and the characteristics. Use a second card to explain the difference in

numbers, and that a bigger number means that character is stronger, faster, or cuter (or any other characteristic that you choose to use). Model the flow of the game, with attention to the specific vocabulary on the cards and the final comparison sentence, such as "Spider-man is stronger than Doraemon."

Set-up

a. Students should play in pairs, with each pair being given a deck of cards. For larger classes, decks can be split into smaller portions. For older students, they can be asked to write sentences after each round of play, so they will require pencils and paper.

Play

a. Students each draw a card from the deck and hold it so that only they can see it. They then play rock-paper-scissors to determine who will begin. The winner chooses one characteristic from their card and reads it out loud along with the number. For example: "Fast, 15."

b. The other student listens and compares their own card's characteristic and number, reading it out loud. For example: "Fast, 11."

c. The student whose card has the bigger number is the winner of the round and says the comparison sentence (as practiced in the introduction). For older students, they can write this sentence down. In the case of a tie, both students can say "_____ is as _____ as _____."

d. Play continues with the students drawing new cards and playing rock-paper-scissors to determine who will begin.

Post-play

a. Ask the students to talk about the game. What characters did they see? Were there some interesting or funny matches? Are there any characters they would like to see in the game?

b. Invite students to suggest new characters to be added to future copies of the game, along with the numbers for their cards.

Notes

This game can be played in a number of ways and at different levels of complexity. For very young learners, characteristics can be limited to three (strong, fast, cute), with numbers from 1 through 20, while older learners can play with cards with more characteristics (such as age, height, smart) and bigger numbers. Groups larger than two can also play, with all students comparing cards to find the winner. Rules can also be changed so that the smallest numbers win, or students

can make teams in which they combine and add up their cards' numbers to compete with other teams. Finally, students can be given blank cards on which to draw their own characters and fill out the characteristics, and these can be copied by the teacher and added into the deck for the next time.

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Surprising Insights from a Positive Discipline Course

Frances Shiobara

Kobe Shoin Women's University

Ran Niboshi

Ritsumeikan University

Introduction

Do you have challenging students in your classes? We do, and in trying to find ways to deal effectively with some of the challenging students in our elementary school class we came across *Positive Discipline*. Positive Discipline is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development. It respects children's right to healthy development, protection from violence, and active participation in their learning (Durrant, 2010).

In the late 1980s Jane Nelson and Lynn Lott started writing books and running workshops for teachers and parents based on the work of Alfred Adler and Rupert Dreikurs (Positive Discipline, n.d.). The main purpose of Positive Discipline is to create an atmosphere of mutual respect between children and adults, identifying the belief behind the behaviour and establishing effective communication by focusing on solutions instead of punishment and encouragement instead of praise. When the classroom has a positive environment, it can help to enhance, promote and encourage students' learning as well as providing students with an opportunity to think and behave in a positive manner (Fleming & Younger, 2012).

When we found out about the Positive Discipline for Educators course, we thought it would give us a few ideas on classroom management. It was a qualification that could add to our resumes, and being able to take the course online was a bonus. What came as a welcome surprise was how much it would change the way we thought about ourselves, how we deal with everyone in our lives and how we approach daily challenges.

In this article we will outline two of the activities and how they impacted us. We would encourage anyone interested to take the course, even though it is quite short and cannot cover everything, it is a great place to start.

Mistaken Goals

The first idea that sparked our interest was about *mistaken goals*. This states that when children have behaviour problems, they are behaving in ways that will not achieve what they really

want to achieve. For example, when children want love and affection, they might do things that make adults angry with them, rather than behaving in a way that will encourage those around them to give them the affection they crave. As we reflected on this, we realised that it was true about many aspects of life. Not just children, but adults do things at work and in personal relationships in order to achieve a certain outcome, but the end result is very different. As adults we sometimes resort to sulking when we want people to talk to us. We do not share our feelings rationally and clearly. By noticing this we could not only better understand the way the students in our class were behaving and help them to change their behaviour to achieve their goals, but we could also change our own behaviour to achieve our own goals.

As a consequence of this course, we often find ourselves reflecting, "What do you want to achieve by this?" We try to pull ourselves up and change what we are doing to focus on the goal we want to achieve. The difference between children and adults is that children usually do not yet possess the self-awareness to self-correct. Children need a caring adult to try to guide them on the correct path. A key concept of Positive Discipline is that "the problem we see is often a solution to another problem" (Lasala, McVittie, & Smitha, 2018, p. 199). This means that when we see a student hitting another student it might be that they want to be noticed, not that they want to hurt other students. If the teacher responds by shouting and scolding them, the students have achieved being noticed, but in an inappropriate way. If the teacher can allow them to be noticed without the child needing to be violent, then the child will achieve their real goal without using inappropriate behaviour.

The four mistaken goals focused on in the book are:

1. I belong when I am the centre of attention.
2. I feel important when I have power.
3. I'll feel better if I get revenge.
4. I don't think I can, so I won't even try.

These mistaken goals lead to behaviour misaligning with their original aims. For example, when students feel that they only belong when they are the centre of attention, they might disrupt the class with silly noises, or making fun of the teacher. By helping children behave in ways so they feel they belong without needing to do these things, children can achieve their real goal. This is not just true for children, but also for adults. By becoming more aware of our own behaviour we can change what we are doing to achieve what we really want.

Top Card

Another activity that was very meaningful for us was the *Top Card* activity. This refers to which of the following undesirable emotions: rejection, criticism, stress, meaninglessness, you would least like to receive. Your top choice indicates your personality traits and specifically how you might manage a classroom. For example, if you are most fearful of rejection this might make you a pleaser in the classroom. The program goes on to explain how a pleaser might behave in the classroom, possibly being too lenient and not letting students do things for themselves. Seeing the types of behaviour that might come with your personality type helps you to focus on areas of your teaching style that you could improve. Furthermore, after exploring our personalities, we have a better understanding and awareness of how we might react in the classroom, not only when things are going smoothly, but also when we feel stressed and if things are not going the way we expected. As very few people fit into one of these types perfectly, it is possible to see a variety of your behaviours that can be improved.

Conclusion

These are just two of the activities that resonated with us deeply. By sharing these we hope that you will be inspired to read about Positive Discipline or even take a course. It has truly helped us to become more reflective teachers; when we are not achieving what we want, we now consider changing the way we behave to get what we want, encouraging children in the classroom, and working better with co-workers. We have a long way to go and are still trying to learn more, but the most important factor we both gained from the course was self-regulation. When we are feeling something and planning to take an action, we try to stop, analyse what we are feeling, and then take appropriate action that will us achieve our goal. It is also important to take a moment and think before speaking to children, "Is what I am about to say kind?" "Am I encouraging this student or am I resorting to praise or punishment?"

We hope your interest has been sparked by this article. If you are interested in a course, please take a look at the Positive Discipline website (https://www.positivediscipline.com) where you can find course schedules. Initially it was difficult to find a course at a suitable time for teachers living in Japan, but after contacting the trainer he set up a course at a good time for us and we managed to gather a group of teachers. Why not give it a try!

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Note: There will be online workshops for Positive Discipline inspired teaching for English teachers, being organized by our program co-chair, Masako Moriwaki. The schedule is below, and they will be free! JALT members (only) will also receive the recording and resource pack offered by the presenters after the workshop. More information will be in our TYL SIG newsletters put out by Amy, so keep an eye out!!

Online Workshop Schedule:

1. 6/23(Sun) P.D. inspired SEL activities
2. 9/22 (Sun) P.D. inspired class management
3. 2/9(Sun) P.D. inspired student counseling for EFL teachers

* PD = professional development; SEL = social emotional learning.

The online workshops will have presentations by Positive Discipline practitioners, who use its principles in English language teaching. We aim to include a small forum where participants can interact with the presenters and exchange opinions and tips about using Positive Discipline.

More information about Positive Discipline can be found here: https://positivediscipline.org/

Making Your own Language Lab

Dr. Erin Noxon,

Sagano High School, Kyoto, Japan

What is a language lab? Usually, it is a place at your school that is dedicated to delving deeper into a foreign language. Just like a science lab allows students to practice their skills in science through experimentation, a language lab allows them to practice their skills in the language through experimentation.

There are a variety of language lab types out there, but what if you don't have a language lab at your school and you want one? Or what if you have one and it is so old and needs updating, but you can't afford it? That was the situation I was in, so I decided I had to build my own. My design works well for what I need, so maybe you can use it too! So, let me tell you about my LL.

My setting

My setting influenced my design. First, I wanted something designed for an active listening class. I teach a class that is twice a week; one session is called "speaking" and the other is called "listening". The once-a-week speaking class is dedicated to performance tasks, such as poster sessions, conversation tests, and presentations. Thus, the LL was going to be for the listening class, once a week, for 50 minutes.

My very humble LL

We also have a textbook that we use, in our case, the Oxford Passport 2 textbook (Buckingham & Lansford, 2010). This book was selected because it has a lot of situations and scenarios within it about traveling overseas, which is something that students who come to my school indicate is an interest of theirs. So, I wanted to find a way to incorporate this textbook into the language lab learning as well.

I also wanted to find a way to include diverse voices. I am American, and the ALTs who are at my school are often either American or British. I wanted my students to hear a variety of different accents, not just "typical" ones.

At the time, my school was also bound and determined to make every class a class that could be called an "active learning class". Basically, a class where the students ran their own learning for the majority of the time, not the teacher, sage on the stage model, instead the guide on the side facilitator model (King, 1993).

I also wanted to include technology in as many ways as possible. My class has always been designed as a blended learning class, so I thought of this as a way to just deepen the blend. By blending a class, you not only help the students to develop their own skills by giving them exposure to working at home on tablet, smartphone, and desktop apps, but the technology also helps them enjoy working on their assignments and increases their satisfaction and disposition towards the class and towards English learning in general (Graham, 2013).

However, in designing with the blended learning environment in mind, I also had to consider the technological limitations we faced. My students were equipped solely with iPads, and our school had only two sets of 40 Chromebooks to share among all classes. This significantly influenced my approach, as I needed to ensure that any digital resources or activities I developed were accessible and functional on these devices. Additionally, the financial constraints (aka, no budget at all) meant I couldn't afford specialized language lab software, which further necessitated creativity in utilizing freely available tools that could be effectively integrated into our learning environment.
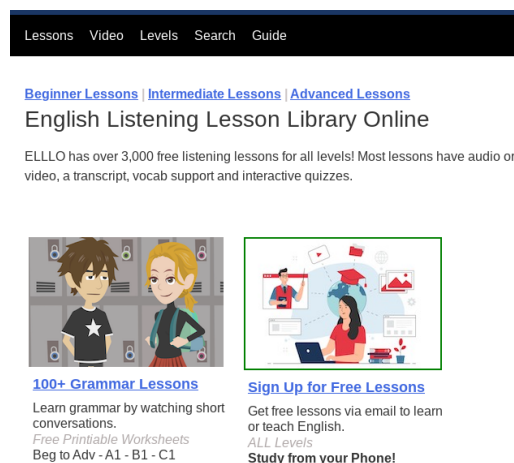
My design

So based on these desires, I designed a three-station rotation class. Each station is 15 minutes long, with 5 minutes for transition time and attendance taking to total the 50-minute class time. As students enter the room, they are handed a rotation card. Each station was labeled with a different interesting color, such as alizarin crimson, chartreuse, or cyan. Students are scrambled and go to the first color on their rotation card for their starting station on that day. Every 15 minutes the teacher announces a change in station, and the students get up and move to the next station. Getting up and moving to the next station physically, the students don't have a chance to fall asleep or doze off in class.

The three different stations were designed to be differently motivated stations. Every station utilizes Google Classroom in some way, as that is the Learning Management System

(LMS) that we have decided to use for our school. All the students' work can be easily launched from Google Classroom.

The first station is the basic teacher station, at this station for 15 minutes the teacher works with a chapter or section of the Passport 2 textbook with the students. They work through the textbook activities, talk together about the picture and what was happening in the picture of each chapter, listen to the different dialogues, and discuss the deeper meanings of the conversations that were going on in the chapter. The Google Classroom materials for this station are follow-up videos of the teacher teaching the lesson for any student who was absent on that day.

The next station is the group station. At this station, the students have a video-based activity where they listen to different speakers of English along with answering questions on a Google form activity. The Google form, videos, and websites needed for this station are also delivered to the students on Google Classroom. The videos were obtained from elllo.org; this amazing website contains thousands of different videos and quizzes and audio materials that are for use freely. I totally encourage you to check it out; it's amazing. But the Google forms were built with two activities. The first activity is for them to listen to the video twice and then answer five questions. Because of the limitations currently in Google Forms, all the questions only have one-word answers, that way the form can be self-graded by the form itself and the grades are automatically inputted into the Google Classroom. After they answer those five questions, then they go to the next page of the Google form. The second page of the Google form is a fill-in-the-blanks activity, also known as a cloze activity. During this activity, the students have the script with spaces removed of the person's speech in the video. For the rest of the time at the station, they attempt to fill in the words as they accurately listen to what the speakers are saying.

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A screenshot of the front page of Elllo.org

Finally, they move to the final station which is a solo activity. At this station, they practice their reading skills. At this station, each student receives an individual Google document with

practice sentences modeled after the Passport 2 chapter that they completed in the previous week's lesson. Since the students might start at a different station each time they come to class, and maybe they work at this station before they reach the teacher station, it was decided that in order to not spoil the day's lesson, the reading activities would be from the week before its lesson. When the students come to the station, they open the template copy of the Google Doc that has their name on it within the Google Classroom. All the sample sentences are listed with three blank lines after them. First, the students have to turn on the voice typing application on the device they are using. If they are using a PC they can use the free voice input within the Chrome browser, if they are using a tablet or a smartphone, they simply use the voice typing option. The students must read each sentence three times and then move on to the next sentence. So, at this station, they are self-motivated to work by themselves, practice their reading skills, and of course practice their speaking skills out loud as they have to correctly enunciate the word clearly in order for the computer to hear them to write the proper word. The beauty of voice typing is that the children can set it to whatever accent they want to, so Google will eventually be trained to hear what they are saying. I have problems with voice typing sometimes if I don't speak clearly enough, so it is excellent practice for them.
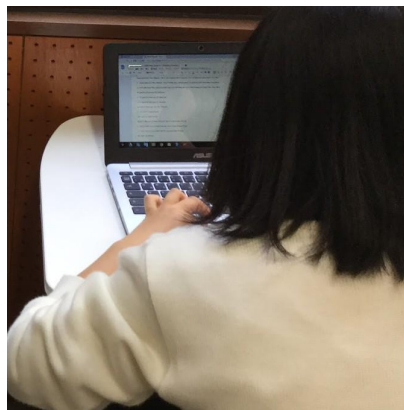
An awesome kid doing some awesome work.

And that is basically that. The prep time includes me creating the Google Forms and embedding the ELLLO videos within them, creating the template documents to send out their read-aloud worksheets, and of course, planning the 15-minute lesson for the teacher station. That preparation does not take long, though, and I repeat the lesson three times for each class, so I get to know the best jokes to tell the students as well.

I don't know if my brief description here could accurately describe to you my concept for my language lab, but if you'd like to learn more, there are a couple of videos on YouTube of me describing it, also you can feel free to reach out to me online. I think if you Google my name you'll find me easily. However, as a treat for you, here are all of the materials I described for the video

station, (and if you aren't 1:1 devices yet, here are the worksheets I used before *I* was) and also be sure to go to elllo.org. You should totally check it out; it's fantastic!

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The Merits of Picturebooks in CLIL Instruction

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Introduction

Picturebooks, have long been celebrated for their captivating illustrations and compelling narratives. With their vibrant visuals and immersive storytelling, picturebooks have the remarkable ability to ignite curiosity and cultivate a lifelong love for reading among children. These literary treasures also serve as invaluable tools for introducing young learners to complex concepts in a manner that is both accessible and engaging (Nikolajeva & Scott, 2013). In recent years, educators and researchers alike have increasingly recognized the multifaceted benefits of incorporating picturebooks into early childhood education. Beyond merely entertaining young readers, picturebooks play a pivotal role in promoting cognitive, linguistic, and socio-emotional development. Through their rich visual imagery and narrative depth, picturebooks can stimulate imagination, foster critical thinking skills, and cultivate empathy and compassion in young minds (Sipe, 2008). Furthermore, picturebooks provide a platform for exploring diverse perspectives, cultures, and experiences, thus nurturing a sense of cultural awareness and global citizenship among children (Gambrell, 2011).

Content and Language Integrated Learning (CLIL) is a pedagogical approach that has garnered significant attention in recent years. Rooted in the principle of integrating language learning with content instruction, CLIL offers a multifaceted educational experience that transcends traditional boundaries (Marsh, 2002). By immersing students in language-rich environments while exploring diverse academic subjects, CLIL endeavors to achieve a dual objective: the development of language proficiency and the deepening of subject knowledge. Thus, the combination of topic-based picturebooks and CLIL seems to be a natural and effective way of delivering lesson content, as younger learners enjoy storytelling and learning about new things.

This article aims to showcase the transformative potential of the picturebooks and CLIL combination in enhancing the educational journey of young learners and gives an example of how picturebooks can be used in global citizenship-focused second language (L2) classes. By delving into the benefits and applications of picturebooks, I will highlight how these literary resources can enrich the learning experience and promote holistic development in children and underscore their significance as powerful educational tools in early childhood education.

Overview of CLIL

CLIL represents a paradigm shift in educational practice, The core tenet of CLIL lies in its commitment to fostering bilingualism and biliteracy among students. By engaging with academic content in a second or foreign language, learners are afforded the opportunity to enhance their language skills in meaningful contexts (Coyle et al., 2010). Moreover, CLIL aims to elevate academic achievement by providing students with access to content-rich learning experiences that stimulate cognitive engagement and critical thinking.

Beyond its linguistic and academic objectives, CLIL also serves as a conduit for the cultivation of intercultural competence. In an increasingly interconnected world, proficiency in multiple languages and an appreciation for diverse cultural perspectives are essential competencies for success (Dalton-Puffer, 2007). Through exposure to content from various cultural contexts, CLIL empowers students to navigate the complexities of a globalized society with sensitivity and understanding.

In essence, CLIL represents a holistic approach to education that transcends disciplinary boundaries and promotes lifelong learning. By seamlessly integrating language and content instruction, CLIL equips students with the skills and knowledge needed to thrive in an ever-evolving landscape of learning and discovery. Through a nuanced understanding of CLIL's goals and principles, educators can harness its transformative potential to enrich the educational experiences of learners worldwide.

How Picture Books Enhance CLIL

Picturebooks, hailed for their multifaceted role in education, serve as dynamic tools for enriching CLIL instruction by facilitating vocabulary acquisition, promoting comprehension, and fostering cultural awareness among young learners (Nikolajeva & Scott, 2013). Through the synergy of visual and textual elements, picturebooks offer a rich tapestry of linguistic and cultural experiences that enhance the CLIL learning environment.

Picturebooks serve as effective vehicles for expanding vocabulary within the CLIL context. By providing visual representations of concepts and ideas, picturebooks offer concrete examples that aid in vocabulary acquisition, particularly for learners grappling with abstract or complex content (Sipe, 2008). Through exposure to diverse language structures and terminology embedded in the narrative, students develop their lexical knowledge and language proficiency over time, enhancing their ability to comprehend and express ideas in the target language (Fernández, 2013).

In addition to vocabulary expansion, picturebooks play a crucial role in facilitating comprehension among CLIL learners. The visual cues and illustrations provided in picturebooks

serve as scaffolds that support students' understanding of academic content by providing context and clarification (Sipe, 2008). Through engaging narratives and captivating imagery, picturebooks captivate young learners' attention and encourage active participation in the learning process, leading to deeper comprehension and retention of subject matter.

Picturebooks often serve as windows into diverse cultural perspectives and experiences and offer invaluable insights into different ways of life (Gambrell, 2011). By exploring themes such as traditions, customs, and values from various cultural contexts, picture books foster cultural understanding and appreciation among young learners. Exposure to diverse cultural narratives not only broadens students' worldview but also cultivates empathy and respect for cultural diversity, contributing to their overall intercultural competence.

Thus, by harnessing the power of picturebooks, educators can create immersive and engaging learning environments that inspire curiosity, promote critical thinking, and nurture global citizenship among young learners within the CLIL framework.

Picturebooks for Global Citizenship Education in L2

In the realm of global citizenship education within second language (L2) classrooms, the integration of multicultural picturebooks stands out as a noteworthy approach. This method entails the deliberate selection and incorporation of picturebooks that delve into themes encompassing diversity, social justice, and environmental sustainability. By leveraging these resources, educators can provide students with rich opportunities to engage with complex global issues in accessible and relatable ways. For example, renowned works such as "The Arrival" by Shaun Tan or "Malala's Magic Pencil" by Malala Yousafzai present narratives that resonate with students and prompt meaningful dialogues about migration, human rights, and activism.

These literary explorations can serve as powerful catalysts for discussion and reflections, and students not only gain insights into pressing global challenges but also develop a deeper understanding of their roles as responsible global citizens. Firstly, these books provide a platform for students to explore diverse cultural perspectives and experiences, promoting empathy and cross-cultural understanding. By engaging with narratives that depict individuals from various backgrounds, students develop a broader worldview and cultivate respect for cultural diversity. Furthermore, multicultural picturebooks stimulate critical thinking and inquiry skills by encouraging students to analyze complex issues and consider multiple viewpoints. Through guided discussions and activities centered around these texts, educators can scaffold students' understanding of global challenges and encourage them to reflect on their own values and beliefs.

This process of critical reflection fosters students' ability to think critically about global issues and empowers them to act as informed and engaged citizens. Moreover, the use of multicultural picturebooks in language classrooms promotes linguistic and communicative competence in the target language. As students engage with authentic texts in meaningful contexts, they can develop their language skills while exploring global themes. This integrated approach to language and content learning aligns with the principles of Content and Language Integrated Learning (CLIL), enriching students' language acquisition experiences and enhancing their overall proficiency.

In sum, the integration of multicultural picturebooks into language classrooms serves as a valuable strategy for promoting global citizenship education in L2 contexts. By exposing students to diverse perspectives and fostering critical inquiry, these books empower students to become active and responsible global citizens. Through thoughtful selection and implementation, educators can harness the power of multicultural picturebooks to create inclusive and transformative learning environments that prepare students to navigate an increasingly interconnected world.

Conclusion

In conclusion, the integration of picturebooks into CLIL instruction offers a multitude of benefits for young learners. Through their visual aids, vocabulary expansion, and promotion of cultural understanding, picturebooks serve as invaluable resources that support the objectives of CLIL pedagogy (Fernández, 2013; Gambrell, 2011; Nikolajeva & Scott, 2013). The advantages of using picturebooks in CLIL settings underscore the importance of educators incorporating these resources into their instructional practices. By leveraging the power of picturebooks, educators can create dynamic and immersive learning experiences that enhance language development, content comprehension, and intercultural competence among students. Therefore, the integration of picture books into CLIL instruction holds significant promise for enriching the educational journey and outcomes of learners across diverse language learning contexts.

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Welcome our new officers!!

Introductions: Frances Shiobara & Ran Niboshi

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Hi! I'm Frances Shiobara.

I come from the UK and went to university in Wales, where it is basically cloudy and rainy half the year. I have lived in Japan for 34 years. I came right at the end of the bubble era. The first year seemed very long, but the next 33 have flown by. I have lived in Takarazuka for 26 years, but I have never been to the Takarazuka revue - maybe next year! I do try to go hiking in the mountains once a week for exercise and a bit of forest bathing.

I am an associate professor and Director of the Foreign Language Education Center at Kobe Shoin Women's University. It's on the edge of the Rokko mountains and I have the most stunning view from my office, which makes up for all the meetings! I teach in the education department, and it is exciting to see students setting off to become teachers.

I also teach at an international school for elementary school children on Saturdays. I love still being able to spend time with little ones now that my own children are flying the nest.

I did my master's degree at Temple University in Japan and my doctorate degree online through The University of Liverpool, UK. I now try to attend conferences around the world as much as I can, and when possible, meet up with my friends.

I love teaching, reading, baking and onsens. I have finished The Saigoku Kannon Pilgrimage (西国三十三所, *Saigoku Sanjūsan-sho*), which is a pilgrimage of 33 temples around Kansai. It has been lots of fun hunting down these temples, it's always a surprise to find these amazing places hidden on the top of mountains or tucked into a Kyoto side street. I am excited to be playing a small part in the TYL SIG as programs co-coordinator. I hope I can meet lots of you at PanSIG in Fukui or JALT National in Shizuoka.

****

Hi, I'm Ran Niboshi. I was born and raised in Hyogo, Japan. I currently live in beautiful Kyoto.

I'm a full-time adjunct English lecturer at Ritsumeikan University. Additionally, I work as an assistant teacher at St. Michael International School, where I facilitate English language learning at the primary level. My current interest lies in researching how to encourage and support ESL children in the classroom using a method called Positive Discipline. I hold two certifications related to this method: Teaching Parenting the Positive Discipline Way and Positive Discipline in the Classroom. I have been incorporating approaches that I learnt from those courses.

Exercising is a significant part of my life, and I ensure to allocate time for gym training three times a week. During my free time, I enjoy cycling down to Kamogawa with my friends and spending a day there. Kyoto not only offers high-quality tea but also coffee, so I enjoy trying out new coffee shops too!

Kyoto is renowned for its gaming culture, and we host major game events every year. I occasionally work as an interpreter and translator at these events.

I am very excited to join TYL SIG and learn from, as well as collaborate with, amazing teachers and researchers from all over Japan.

****

Submission Guidelines

All submissions are subject to review by the publications team. We currently accept submissions from both JALT members and non-members.

Publication:

The School House is published three times a year (winter, spring, and summer/autumn), and can be downloaded from our website: https://jalt-tyl.net/publications/

Deadlines:

Submissions for *The School House* are accepted on an ongoing basis.

Types of articles:

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

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Style: The School House basically follows the APA 7 style for English manuscripts, in particular for research-based articles.

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Line spacing: 1.5

New pages for: Appendixes and references/bibliography

Title, author's name(s), and affiliation: Centre

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1. Submit a cover sheet with the name(s) and institution(s) of the author(s). Biography(-ies) and photographs of the author(s)' are also welcome.
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Thank you very much.

Kate & Gaby