

Some Considerations on Educational Benefits of Picture Books and Kamishibai, picture-story show : Educational benefits from the perspective of Universal Design for Learning

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1. Background and purpose of the research

More than 15 years have passed since special needs education, which provides as many equal learning opportunities as possible to all children while making reasonable accommodations, became established through a partial revision of the School Education Act in 2006. Furthermore, in recent years, it has become necessary to be able to provide optimal individual support not only to children who require reasonable accommodation, but also to individual children. However, considering that one teacher is in charge of 30 to 40 children in the current educational environment, it could not be easy for teachers to balance ensuring fair learning opportunities and ensuring optimal learning for each individual. Therefore, as one of the improvement measures, we assumed that an instructional plan based on Universal Design for Learning (UDL) (CAST 2018) would be effective, and conducted a verification class in the special needs class of a public elementary school and recorded it on video.

The purpose of this research is, firstly, to analyze the part of the lesson video recording that uses picture books and introduce the specifics of the lesson on UDL, and secondly, to discuss the effectiveness and limitations of English picture books in elementary school foreign language classes

2. Research Methods

First, as a preliminary study, we will introduce three guidelines for Universal Design for Learning (UDL). Next, we will observe the children's behavior from the video recordings of foreign language classes held at the public elementary school in 2022, and analyze the educational effects from the perspective of UDL.

3. Previous Study: Universal Study for Learning (UDL)

Universal Design for Learning (UDL) has been researched by The Center for Applied Special Technology (CAST) since 1980s and has been revised according to the reality of children and teacher's needs of the times. UDL consists of three guidelines which provide: I. multiple means of engagement, II. Multiple means of representation, III. Multiple means of action & expression. Each division is broken down into three levels; the way of access to the knowledge, building knowledges, internalizing the knowledges, in which appropriate options are provided to the teachers and students.

4. Class overview

The class structure is as follows: ❶ Greeting song ❷ Video teaching activities that combine dance and English conversation ❸ Story Time using picture books ❹ Reflection and a closing song. This time we will be observing Story Time with the picture book of *From Head to Toe* (Big Book edition) by Eric Carle. In Story Time, first, using picture cards cut out from pictures from the picture book and the instructor's gestures, the students are shown the actions that appear in the picture book and have repeat them. In picture books the pictures on the pages contain a lot of storytelling, so they often contain complex visual information. For this reason, we have cut out and shown pictures related to notable expressions. We believe that we can provide UDL Guidelines II. Furthermore, when reading a picture book, the instructor makes gestures that match the pictures in order to extract information from the pictures in the picture book. The instructors read the picture book twice, the first time they basically just read the story and have children understood the story line, and the second time the instructors verbally encourage

the children to do the actions together, but of course do not force to. The instructional plan assumes that children will use easily accessible channels, such as pictures, the instructor's gestures, or the instructor's audio reading.

The types of movements extracted from picture book *From Head to Toe* as important expressions and their order of appearance are as follows: ❶turn head ❷bend neck ❸raise shoulders ❹wave arms ❺thump chest ❻ arch back ❼bend knee ❽stomp foot ❾touch toe.

5.Results

The following four points were found from observations about how children participate in reading together: 1. Each child listens to the story of the picture book in his or her own way. Even if he or she turn his or her gaze, or face away from the picture book, return gaze or face back to the picture book. This suggests he or she continues to listen. 2. Some students spontaneously imitate some of the instructor's movements. 3. Some children respond well when the action is shown using picture cards. 4. Students respond well to the instructor's movements that involve large movements. (❸❹❻❼❾ out of the above). On the other hand, children do not respond much to movements made by the instructor with small movements. (Of the above, ❶❷❺❽)

6. Discussion and conclusions

In the case of picture books, the pictures and text on the picture book's spreads make up the story, so the information is naturally complex. Therefore, information processing that focuses only on important information is required. In this point, I would like to use a picture- story show where the actors (readers) read the words on the back and act out the story, and the listeners listen to the story by looking at the pictures on the front. According to Shoji and Asai (2018), in a picture-story show, the pictures serve as a stage for the story that the reader constructs, and also aid in understanding. When considered from the perspective of the expression format, picture book or picture-story show, it seems that picture-story shows have less visual information load. However, in a picture-story show, the story progresses at the pace of the reader (performer), but in a picture book, even though there is a reader, the time spent visually processing the two-page spread is left to the individual's own pace. Also, if you find it difficult to understand, you can look back at it later on your own.

The following can be derived from this research. 1. When imitating movements, learn from movements that have large movements and are easy to visually recognize. 2. Difficulty level of auditory perception has no effect. 3. It appears to be effective for readers (and listeners) to make movements in understanding pictures (symbols) in picture books. 4.It is thought that the more cognitive methods there are, the more diverse cognitive tendencies of children can be accommodated.

〈References〉

The Center for Applied Special Technology CAST. (2018) *Universal Design for Learning Guidelines version 2.2*. Retrieved from

<http://udlguidelines.cast.org>.

SHOSU Akiyoshi, ASAI Takuya. (2018) *A Study on Differences of Kamishibai and Picture Book in Children's Cultural Assets* Bulletin of Educational Foundation Koike Gakuen, No.16. Educational Foundation Koike Gakuen.

〈Picture Book〉

CARLE Eric. (1997) *From Head to Toe* (Big Book 版) HarperCollins.

Big Book Edition (46cm x 34 cm)