Welcome to our second newsletter:

Thank you for being a member of our SIG. In this issue we have:

Why the ALL-SIG was created

ALL-SIG Forum at the JALT National Conference (Sunday November 14th 12:45-2:15pm

Call for Officers and Annual General meeting - we want you and your expertise in our SIG!

Focus Paper 1: Universal Design Fonts: A small change by you, could change someone's future.

Your voice: Write for our next issue

Our recommended websites

Our projects

Ryota Moriya 森谷 亮太

Coordinator, ALL-SIG

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Why form the ALL-SIG?

In 2016, the Act for Eliminating Discrimination against Persons with Disabilities became Japanese law. This change mandates that teachers and teaching organisations are aware of and use accessibility pedagogies, materials, and strategies to optimize educational outcomes for learners with special needs including psychological, physical, cognitive, and communicative

disabilities and learning differences. However, as learner needs are diverse and vary by context: no "one-size-fits-all". In 2017 an informal group was formed and was accorded SIG status by JALT in February 2021. The purpose of the ALL-SIG is to improve educational equity by providing a focus for current and future members for collaboration, sharing of experiences, practices, theoretical perspectives, and research to target compliance with the EDPD Act. The ALL-SIG community would also like to offer insights to JALT regarding contemporary best practice such as increasing awareness among teachers, and school administrators on accessible design in materials and methods.

ALL SIG Members at JALT 2021

Perspectives on Accessible Language Learning in the Post-pandemic Classroom / AGM
Sunday, November 14th 12:45 PM - 2:15 PM

Ryota Moriya 森谷 亮太 Coordinator Global Education Division of the Center for Global Strategy at Otaru University of Commerce in Hokkaido. PhD (International Studies). Research interests: color-blindness, disability studies, accessibility, and Foucauldian genealogical discourse analysis.

At our forum: A case study of visible/invisible (dis)abilities in language learning. My presentation will engage in discussions regarding diverse learner needs in language learning. Topics to be covered include both visible and invisible disabilities: retinoschisis, ulcerative colitis, panic disorder, and depression. I will share issues and theoretical insights for creating accessible learning environments for diverse learner needs in context. Participants are welcome to share their interests in improving accessibility for learners with various needs. The goal is to improve learning experiences of learners as well as helping teachers to accommodate learner diversity by further discussing accessible learning pedagogies.

Participants will gain a further understanding of a social model of disability in theory and the way the model can be applied to their teaching contexts. The presenter also aims at providing some tips that participants may be able to use for making their classes accessible from today.

Ryoko Sato 佐藤 良子 Treasurer Faculty of Foreign Languages, Reitaku University. MA (English Education). TECSOL. Research interests: Universal Design (UD) second language vocabulary acquisition, dyslexia and ADHD.

At our forum: I will not be joining you at JALT 2021. However I invite you to read a focus topic on why setting Universal Design fonts as your default is good practice. It's the 1st in our bilingual focus topics for our newsletters. A small change by you, could change someone's future.

Andrew Reimann アンドリュー・ライマン Program Chair

Coordinator, English Language Program, Aoyama Gakuin University. PhD (Applied Linguistics.) Research interest: Globalisations and Intercultural communication, media literacy.

At our forum**:** The university classroom is a setting with a diverse range of learner differences and learning difficulties. This talk will describe various cases managed as a teacher and coordinator of an English language program. The nature of students' issues in the classroom tend to be social and psychological difficulties. These usually result in challenges participating actively, accessing information or resources and generally being unable to connect or communicate with others. Examples discussed will include behavioral problems, narcissistic personality disorder, narcolepsy, dyslexia and other communication difficulties. Participants are encouraged to share their stories and experiences.

https://www.aoyama.ac.jp/life/disabilities_supportcenter/faculty/support_english/

Useful resource and medium for students to communicate and share their difficulties. Also raise awareness of the diversity and nature of learning differences at the university.

Natsuki Suzuki 鈴木 菜月 Membership Chair

Elementary school teacher: specialising in teaching through songs and stories. Masters student at Aoyama Gakuin University: researching motivational differences in learning English

At our forum: I'll be presenting some issues, strategies and outcomes for reaching students with special needs. For example, students who: (1) have trouble sitting down (2) have a genius for learning by watching friends or (3) cannot help calling out in class.
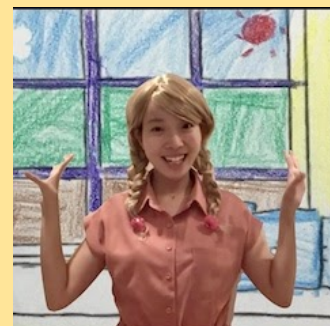
Alexandra Burke アレクサンドラ　バーク Publications Chair
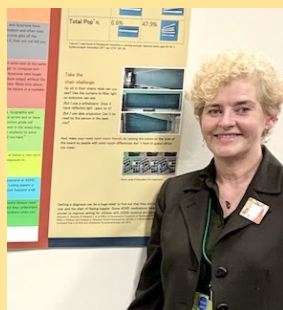
University teacher: specialising in teaching inclusive practices in English language classes. Research interests: Neurodiversity - creating learning environments that reduce barriers and increase learner autonomy..

At our forum: I'll be presenting some practical techniques in using software and net applications such as Immersive Reader, a tool which helps students to read, see, hear and understand English language and can be used in any classroom where there is Microsoft or Google available.

Annual General Meeting (AGM):

The ALL-SIG AGM will be held on Sunday, November 14th during the last half hour of the Forum (approximately 13:45). If you are interested in nominating for a position please fill in this 2022 ALL-SIG Officer Election Ballot form by 23:59 on Saturday, November 13th, 2021 or attend the Zoom meeting to ensure we have one vote for each member. The current Officers are:

Coordinator: Ryota Moriya

Treasurer: Ryoko Sato

Membership Chair: Natsuki Suzuki

Program Chair: Andrew Reimann

Publications Chair: Alexandra Burke

Publicity Chair: Vacant

Member-at-large: Vacant

Accessibility Related Workshops at JALT2021

Swanson, Malcolm Designing your presentation media Fri, Nov 12th, 17:15 - 18:00 PM

Burke, Alexandra Students Who Learn Differently: Towards a Discrimination-Free Classroom Sunday, November 14th Time: 10:45 AM - 11:45 AM

Yphantides, Jennifer   EFL Teachers' Feelings of Self Efficacy Towards Inclusive Practice Sunday, November 14th; 12:05 PM - 12:30 PM

Focus Article 1
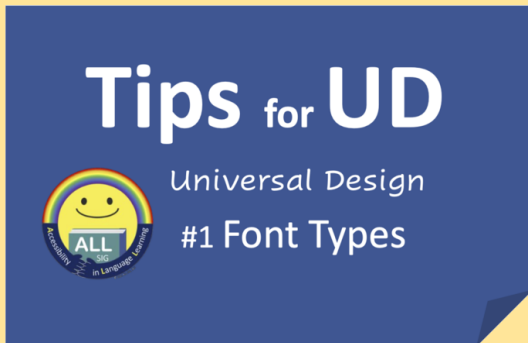
Ryoko Sato (Reitaku University)

As the needs of learners in the classroom become more diverse in Japan, Universal Design (UD) is gradually being adopted. Some teachers may feel that UD is difficult, but in fact, it can be practiced with a little ingenuity. In this series of articles, I would like to introduce some ideas for UD that are relatively easy to implement.

What is UD?

UD is "designing objects and environments so that they are easy to understand and accessible to as many people as possible from the outset, regardless of age, disability, physique, gender, nationality, etc. (Kashiwabara, 2019)" It is also sometimes expressed as "Design for All". UD was originally proposed by Ronald Mace in architectural design, but it is also reflected in products and services. Nowadays, UD is also being recognized in the field of education.

In education, this means making the classroom, classroom environment, and human environment UD so that they are easy to understand and considerate of learning for more children (Abe, 2014). In this context, what we as teachers can directly implement is the UD of our classes, that is, to anticipate the areas and activities in which students are likely to stumble when learning English, and to devise instructional and teaching materials to avoid or reduce these problems. As a first step, I would like to recommend the adoption of UD for worksheets and other teaching materials created by teachers.

Consider the type of font

The elements that make a teaching material UD include maximum readability (Thompson, Johnstone, & Thurlow, 2002). To improve the level of readability, it is necessary to be aware of the following three factors: readability (ease of reading and fatigue of text), visibility (ease of recognition), and legibility (fewer misreadings) (Takahashi & Katayama, 2019). One of the ways to do this is to select a font that is easy to read.

Table 1. Recommended Fonts   Adapted from Takahashi and Katayama (2019) and Morisawa (2017).

Language	Fonts				
English	Calibri	W M	Helvetica Neue		W M
English	Segoe UI		Times New Roman*		M
English/Japanese	UD デジタル教科書体 UD Digi Kyokasho	W			
Japanese	メイリオ Meiryo	W	ヒラギノ角ゴシック Hiragino Sans		M
Japanese	游ゴシック Yu Gothic	W M	游明朝* Yu Mincho		W M

W Windows 対応   M Mac 対応

*When readability is a priority in long texts

Table 1 shows the recommended font types for creating teaching materials, along with OS compatibility. Sans-serif fonts are considered to be easier to read for people with reading difficulties and visual cognitive difficulties. The reason for this is that sans-serif characters have no ornamentation, and the thickness of the lines is consistent. Also, in the beginning stages of learning a foreign language (especially when teaching letter writing), it is better to choose a font that is close to handwriting to avoid confusion among learners. In that case, a serif font with thin lines (Light) or a serif font such as Times New Roman of the same type could be suitable.

When including both Japanese and English in one teaching material, you need to be a little careful. Since the apparent size of the text differs depending on the font type, the English text may be smaller than the Japanese text even if the setting size is the same. So you may need to match the apparent size. In this regard, UD Digital Textbook Font, which is now available in Windows 10 and later, is useful. This font offers the same font size for Japanese and English, so you can use the two languages in the same setting. Moreover, it has been developed to be easy to read on digital media (Morisawa Inc., 2017).

By using the recommended fonts mentioned above when creating your worksheets. By changing the font, you can slightly improve the readability of the worksheets you usually create. One small change by you could change someone's future.

日本でも教室にいる学習者にニーズが多様化し、「ユニバーサルデザイン（以下UD）」が徐々に取り入れられようになってきました。UDと聞くと難しいと感じる先生もいるかもしれません。しかし実はちょっとした工夫で実践することができるのです。そこで、この連載では、比較的取り組みやすいUDの工夫を紹介していきます。

UDとは

UDとは、「年齢、障害の有無、体格、性別、国籍などにかかわらず、できるだけ多くの人にわかりやすく、最初からできるだけ多くの人が利用しやすいように物や環境を設計すること」で、「Design for All」とも表されることもあります（柏原, 2019）。もともとはロナルド・メイス氏が建築設計において提唱したものですが、製品やサービスにも反映されています。そして、現在では教育現場でも意識されるようになってきました。

教育のUDとは、授業、教室環境、人的環境の3つをUD化し、より多くの子どもたちにとってわかりやすく学びやすく配慮されたものにすること（阿部, 2014）。この中で、私たち教師が直接的に実践できるのは授業のUD化、つまり、英語学習で生徒がつまずきやすい箇所や活動を予測し、それを教師があらかじめ回避したり軽減したりするため指導や教材を工夫することです。その第一歩としておすすめしたいのが、教師が作成するワークシートなどの教材のUD化です。

フォントの種類に配慮する

教材をUD化する要素には、最大限の読みやすさが含まれています（Thompson, Johnstone, & Thurlow, 2002）。読みやすさを高めるためには、可読性（文字の読みやすさや疲れにくさ）・視認性（認識のしやすさ）・判読性（誤読の少なさ）の3つを意識することが必要です（髙橋・片山, 2019）。その工夫の一つがフォントの選択です。

表１は教材作成において推奨するフォントを示しています。読字困難や視覚認知の困難などの問題を抱える人には、サンセリフ体が読みやすいとされています。サンセリフ体の文字は、飾りがなく、線の太さが一定であるためです。また、外国語学習の入門期（特に文字指導をする段階）では、文字の形が手書きに近いものを選ぶほうが学習者の混乱を避けることができます。しかし、文章の長さによっては、読みづらくなることもあります。その場合は、同じタイプの線が細いもの（Light）やTimes New Romanなどのセリフ体が適することもあります。

日本語と英語を混在させる場合は、少し注意が必要です。フォントの種類によって見た目の文字の大きさが異なるため、設定サイズが同じでも英語のほうが文字のサイズが小さくなることがあります。そのため、見た目のサイズを揃える必要がある場合もあります。その点で便利なのがUDデジタル教科書体（Windows 10以降で利用可能）です。このフォントは、日本語と英語のフォントサイズが同じなので、2つの言語を同じ設定で使うことができます。しかも、デジタルメディアで読みやすいように開発されています（株式会社モリサワ, 2017）。

今日からさっそく、ワークシートを作成するときは、上述の推奨フォントを使用することから始めてみましょう。フォントを変えることで、普段作っているワークシートの読みやすさを少し向上させることができます。その工夫だけでも助かる生徒がいるかもしれません。

References

Thompson, S. J., Johnstone, C. J., & Thurlow, M. L. (2002). Universal Design Applied to Large Scale Assessments. Synthesis Report.

高橋佑磨・片山なつ (2019)『伝わるデザインの基本 増補改訂版：良い資料を作るためのレイアウトのルール』技術評論社

中野泰史・株式会社モリサワ・モリサワ文研株式会社（2016）モリサワフォントのデジタルデバイスにおける可視性・可読性に関する比較研究報告

https://www.morisawa.co.jp/fonts/udfont/data/UDFontResearchReport_1606.pdf
株式会社モリサワ（2017）UDデジタル教科書体 パンフレット
https://resources.morisawa.co.jp/uploads/tmg_block_page_image/file/3186/TBUDdigital_1709.pdf

Recommended websites

[Color Universal Design Organization Website](#)

[Reading Barrier-free Legislation](#)

[Free Teacher Training on Dyslexia](#)

[Understood.Org: information for teachers](#)

Your voice:
Please share your ideas or problems **[here](#)** to be in future newsletters.

Future projects: ALL-SIG

We have three major projects.

Project 1 Build a SIG website which has both a repository of resources for the information to our SIG members and also create a database which allows you to share your issues and experiences with special educational needs students.

Project 2 is to create an easy to use, bilingual TO / NOT TO DO List to create inclusive classrooms and online accessible language teaching for the use of ALL-SIG members and also for other SIGs and chapters to consider how to improve the accessibility of their events.

Project 3 is a collaboration with Lifelong Language Learning LLL-SIG to co-host a joint-forum with LLL SIG at PanSIG 2022.

About our Logo. It's Ally, the ally of learners. This design is the work of Ryoko Sato. We like it because it feels happy, trusting and inclusive!

There are no masks in our photos as they were taken before the pandemic. Until it is safe again, you can see our smiles here.

[Please follow our website to see events and updates](#)