

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

## Principles of Teaching English to Young Learners (ELECT / 2 cr.)

**Instructor: Makiko Tanaka**

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### Course Dates

5/23 (Sun. 10:00-17:00)	6/13 (Sun. 10:00-17:00)
7/25 (Sun. 10:00-17:00)	8/8 (Sun. 10:00-17:00)

*All the classes will be conducted through Zoom.*

### Course Overview

This course provides students with a theoretical foundation for teaching English to young learners. The course will start by clarifying the MEXT's goals and objectives of English education in Japanese public elementary schools. We will then analyze MEXT approved English textbooks for 5<sup>th</sup> and 6<sup>th</sup> graders to investigate how the ideas are incorporated into the materials and what students are actually learning. The course will explore various practical methods for teaching children listening, speaking, reading, and writing, but the focus will be on skills required for teaching reading through picture books. Students will learn basic reading concepts necessary for children to know (such as phonemic awareness and phonics) and will acquire skills for read-aloud, guided reading and shared reading. Drawing from the knowledge garnered through required materials and textbooks, students will devise lessons for a picture book on your own and demonstrate in class. The class will be highly interactive and practical; participants will learn through a number of actual demonstrations with lesson plans.

### Course Schedule

Session	Topic/Tasks/Theme/Readings
1	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Overview of the goals and objectives of English education in Japanese public elementary schools (MEXT's educational guidelines for Foreign Language Activities (「外国語活動」) and Foreign Language (「外国語」))</li> <li>• Analysis of MEXT approved elementary school textbooks (5<sup>th</sup> and 6<sup>th</sup> Grades)</li> <li>• Early Reading Concepts: Print concepts, phonological and phonemic awareness, alphabet awareness</li> </ul>
2	<ul style="list-style-type: none"> <li>• Phonics: Letter names and sounds, and making words</li> <li>• Demonstrations of lessons for phonemic awareness and phonics</li> </ul>
3	<ul style="list-style-type: none"> <li>• Demonstrations of lessons using songs and body</li> <li>• Picture books read aloud, shared reading, and guided reading</li> </ul>
4	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Demonstrations of lessons using picture books from 『絵本で教える英語の読み書き』 &amp; books of your choice</li> </ul>

## Pre-course Reading/Assignment

**By 5/23:** *Phonics They Use: Word for Reading and Writing* (Chapters 1 & 2)

『小学生に英語の読み書きをどう教えたらよいか』(理論編 第1章～4章)

**By 6/13:** *Phonics They Use: Word for Reading and Writing* (Chapters 3 & 4)

『小学生に英語の読み書きをどう教えたらよいか』(実践編 第1章～第2章)

**By 7/25:** *Teaching Young Learners to Think* (Choose two from 13 categories)

『小学生に英語の読み書きをどう教えたらよいか』(理論編 第5章、  
実践編 3～5章) 『絵本で教える英語の読み書き』(第1章)

**By 8/8:** 『絵本で教える英語の読み書き』 (Choose one story to demonstrate)

*Phonics They Use* (Chapter 5)

『小学生に英語の読み書きをどう教えたらよいか』(理論編 第6章)

## Required textbooks

- 1) 田中真紀子 (2017). 『小学生に英語の読み書きをどう教えたらよいか』 研究社.  
(*Teaching Children how to Read and Write*. Makiko Tanaka, Kenkyusha, 2017.)
- 2) 田中真紀子 (2020). 『絵本で教える英語の読み書き—小学校で実践したい英語  
絵本の指導法』(研究社) (*Teaching how to read and Write using Picture Books –  
Practical Methods of Using Picture Books in Elementary Schools*, Makiko Tanaka,  
Kenkyusha, 2020)

## The following required readings will be provided by the instructor.

- 1) Cunningham, P. M. (2017). *Phonics They Use: Word for Reading and Writing*. 7th Ed.  
Pearson Education. (Chapter 1 to 5)
- 2) Puchta, H. & Williams, M. (2011) *Teaching Young Learners to Think; ELT Activities for  
Young Learners Aged 6-12*. Helbling Languages.

## Reference books:

- 1) Diller, D. (2007). *Making the Most of Small Groups-- Differentiation for All*. Stenhouse  
Publishers.
- 2) Fisher, B. & Medvic, E. F. (2000). *Perspectives on Shared Reading; Planning and  
Practice*. Heinemann
- 3) McKenna, M. C. & Stahl, K.A.D. (2015). *Assessment for Reading Instruction*. 3<sup>rd</sup> Ed.  
The Guilford Press.
- 4) Shin, J. K. & Crandall, J. (2014). *Teaching Young Learners English: From Theory to  
Practice*. National Geographic Learning.
- 5) Tompkins, G. E. (2013). *50 Literacy Strategies: Step by Step*. 4<sup>th</sup> Ed. Pearson  
Educational.

## Assignments and Assessment

- Jigsaw Reading Presentation (20%)
- Pre-class assignment (30%)
- Picture book demonstrations with lesson plans and rationale for the activities (30%)
- Portfolio (20%)

**Grade Scale:** A+ 100-95; A 94-80; B 79-70; C 69-60; D 59-0

### **Instructor Bio**

Makiko Tanaka, Ph.D. is Professor in the English Department and Director of Teaching English to Children (CTEC) at Kanda University of International Studies. She received her BA and MA from Sophia University, and MA and Ph.D. (Education with emphasis on Applied Linguistics) from the University of California, Santa Barbara. Her research interests include collaborative work in reading and writing, investigating children's reading and writing abilities as well as teaching English to young learners, and teacher education. She has published 『小学生に英語の読み書きをどう教えたらよいか』 (Kenkyusha, 2017), 「絵本で教える英語の読み書き：小学校で実践したい英語絵本の指導法」 (Kenkyusha, 2020), and 『英語のプレゼンテーション』 (Kenkyusha, 2014) and co-authored a book entitled 『小学校英語内容論入門』 (Kenkyusha, 2019). She has also written TOEFL preparation books (three from Obunsha and two from ALC publishing companies). Dr. Tanaka is Advisor for the Funabashi City English Education Promotion Project of Funabashi Board of Education.