

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 / 1 cr.)

Instructor: Makiko Tanaka

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Course Dates

1/25 (Sun. 13:00-17:00)	3/8 (Sun. 13:00-17:00)
2/15 (Sun. 13:00-17:00)	

All the classes will be conducted through Zoom.

Course Overview

This course provides a theoretically grounded and research-informed framework for the instruction of English to young learners, with a particular emphasis on emergent and early literacy development. While the course examines pedagogical approaches to all four language modalities—listening, speaking, reading, and writing—primary attention is devoted to reading and writing instruction, particularly through the medium of picture books.

Drawing on foundational theories in literacy acquisition and language development, the course introduces key constructs such as phonemic awareness, phonological processing, and systematic phonics instruction as essential components of early reading pedagogy. Participants will engage with evidence-based practices including interactive read-alouds, shared reading, and other scaffolded literacy strategies designed to support meaning-making and language development in young learners.

Drawing upon insights gained from course readings and required texts, students will design developmentally appropriate instructional activities, create lesson plans, and deliver teaching demonstrations.

Emphasis will be placed on reflective practice, the alignment of instructional decisions with theoretical principles, and responsiveness to learners' linguistic and cognitive needs.

Course Schedule

Session	Topic/Tasks/Theme/Readings
1	• Introduction to the course • Early Reading Concepts: Print concepts, phonological and phonemic awareness, alphabet awareness • Phonics: Letter names and sounds, and making words, systematic phonics instruction
2	• Students' demonstrations of lessons for phonemic awareness and phonics • Students' demonstrations of lessons using songs and body • Picture books interactive read-alouds and shared reading
3	• Students' demonstrations of lessons using picture books from 『絵本で教える英語の読み書き』

Pre-course Reading/Assignment

By the first session:

- *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～5章)
(*How to Teach Elementary School Students to Read and Write*. Theory Chapter 1~5)

By the second session:

- *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5章)
(*How to Teach Elementary School Students to Read and Write*. Practice Chapter 1~5)
- * Please be ready to deliver mini lessons from the textbook.
- 『絵本で教える英語の読み書き』(第1章)
(*Teaching How to Read and Write English Using Picture Books—Practical Methods of Using Picture Books in Elementary Schools*. Chapter 1)

By the third session:

- 『絵本で教える英語の読み書き』
(*Teaching How to Read and Write English Using Picture Books—Practical Methods of Using Picture Books in Elementary Schools*.)
- * Please be ready to demonstrate interactive read-alouds using a story of your choice from the textbook.

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.
(*How to Teach Elementary School Students 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 English Using Picture Books—Practical Methods of Using Picture Books in Elementary Schools*, Makiko Tanaka, Kenkyusha, 2020)
- 3) Cunningham, P. M. (2017). *Phonics They Use: Word for Reading and Writing*. 7th Ed. Pearson Education. (Chapter 1 to 4) * This will be provided by the instructor.

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) Shin, J. K. & Crandall, J. (2014). *Teaching Young Learners English: From Theory to Practice*. National Geographic Learning.
- 4) Tompkins, G. E. (2013). *50 Literacy Strategies: Step by Step*. 4th Ed. Pearson Educational.
- 5) Puchta, H. & Williams, M. (2011) *Teaching Young Learners to Think; ELT Activities for Young Learners Aged 6-12*. Helbing Languages.

Assignments and Assessment

- Pre-class assignment (10%)
- Teaching demonstrations (10% for each)
- Interactive read-alouds & shared reading: demonstration of a story from the textbook (30%)
- Portfolio: Lesson plans for all the demonstrations (30%)

Grade Scale: Pass or Fail

Instructor Bio

Makiko Tanaka, Ph.D., is a Professor in the English Department and Director of the Center for Teaching English to Children (CTEC) at Kanda University of International Studies. She holds a BA in comparative culture and MA in Linguistics from Sophia University, as well as an MA and Ph.D. in Education (with an emphasis on Applied Linguistics) from the University of California, Santa Barbara, U.S.A.

Her research interests include early literacy development, reading and writing instruction for young learners, collaborative reading practices, and teacher education. She has authored several books, including 『小学生に英語の読み書きをどう教えたらよいか』 (*How to Teach Elementary School Students to Read and Write*. 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』 (*Teaching How to Read and Write English Using Picture Books: Practical Methods for Elementary School Classrooms* (Kenkyusha, 2020), and 『英語のプレゼンテーション』 (*English Presentations*. Kenkyusha, 2014). She is also the co-author of 『小学校英語内容論入門』 (*An Introduction to Teaching English Content in Elementary Schools*. Kenkyusha, 2019). In addition, she has written several TOEFL preparation books published by Obunsha and ALC.