

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

**Principles of Teaching English to Young Learners  
Fall/Winter 2017  
MA TESOL Program  
Kanda University of International Studies**

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**Course Dates and Times**

9/30 (Sat.) 15:00-20:00	10/21 (Sat.) 15:00-20:00	12/2 (Sat.) 15:00-20:00
1/27 (Sat.) 15:00-20:00	3/3 (Sat.) 15:00-20:00	

**Course description**

The course will provide students with a theoretical foundation for teaching English to young learners. It aims at enhancing students' understanding of children's cognitive development and how Piaget's developmental theory and Vygotsky's sociocultural theory can be applied to teaching English to children. The course will also explore various practical methods for teaching children listening, speaking, reading, and writing, and skills required for read-aloud, and shared reading. Based on the theoretical underpinnings, students will demonstrate lessons and analyze instructional practices to improve skills for teaching English to young learners. The course will prepare students for the coming year 2020 when English becomes an official subject in elementary schools.

**Evaluation**

Students will be evaluated on the following items.

- 1) Oral presentation on a chapter of the textbook (*Children's Thinking*) (10%)
- 2) A "workshop" on a selected chapter of the textbook (*Teaching Young Learners English: From Theory to Practice*) (20%)
- 3) Lesson plans and demonstrations of activities (20%)
- 4) Teaching at work demonstrating your lessons (20%)
- 5) Online discussion (Analysis and critique of every lesson observed in class) (20%)
- 6) Portfolio (10%)

Details regarding evaluations are as follows.

**1) Group oral presentation on a textbook chapter**

Students are expected to demonstrate ability in presenting the key concepts of children's cognitive development as presented in the Sigler and Alibi (2005) text. Every student will demonstrate how the theories can be applied to actual teaching by showing sample activities. The presentation should be 40 minutes and the demonstration 20 minutes in length.

## **2) Doing a “workshop.”**

Students are expected to do a workshop and demonstrate an activity presented in the chapters in *Teaching Young Learners English: From Theory to Practice* (Shin and Crandall, 2014). Students will plan one activity relevant to the chapter covered on the day. The “workshop” and demonstration of a lesson should be one hour. Other students’ demonstrations of an activity should be 20 minutes. Be sure to provide the other students with a copy of the lesson plan, as well as any worksheets they will be using.

## **3) Teaching at work demonstrating your lessons**

Students will plan a lesson and conduct it in your school (or do microteaching demonstrations in class). A lesson should incorporate teaching methodologies, approaches, and techniques we explored in class. If conducting it at work, you have to videotape your own lessons so that we can analyze and discuss it in class to improve lessons. If conducting in class, the demonstration lessons should be 30 minutes in length. Be sure to provide the other students with a copy of the lesson plan, as well as any worksheets they will be using.

## **4) Online discussion**

Students are expected to analyze and critique every lesson students conducted/observed in class and think about how they can use other students’ ideas in their own class. The purpose is for students to engage in constructive and exploratory dialogues with their classmates by responding to and building on other’s contributions. Please refer to “Online Discussions: Tips for Students” for effective online discussions. Detailed will be announced in the first class.

## **5) Course Portfolio**

Students will create a teaching portfolio, which will basically be the culmination of materials that they have developed over the course of the semester. This portfolio should consist of lesson plans and ideas each student conducted in class and at work and revisions of lessons after critiques from classmates. This portfolio will essentially be a course outline that you can further develop and actually conduct, or propose to your school if you have the possibility. Every material (lesson plans, handouts, worksheets, other materials) you used in class should be filed for your future use.

The Course portfolio must be submitted by a week after the last class at MATESOL office.

## **Course Reminder**

- Attend all the sessions. If you must be absent or be late for class, please notify the instructor in person or by email in advance. Make arrangements with another student to get class handouts and to help you with the information you missed.

- Do the assigned readings and tasks. Students should have all the readings and assignments done prior to the class for which they are assigned and be ready to participate fully in the discussions.

- The class aims to establish an effective learning environment, and your contribution to create active learning opportunities will be highly appreciated. If you have any concern or problem that may interfere with completion of the course work, please do not hesitate to let the instructor know about it.

## Course Schedule and Guidelines

**Session 1** 9/30 (Sat.) 15:00-20:00

Getting Acquainted

Overall Rationale of Course

Getting Familiar with the Class Syllabus

*Children's Thinking*

Chapter 2 Piaget's Theory of Development 【Presentation by students】

Chapter 2 explores perspectives on children's thinking by Piaget, whose investigations have created the modern field of cognitive development.

*Teaching Young Learners English: From Theory to Practice*

Chapter 2 Basic Principles of TEYL 【Workshop and demonstrations by students】

Chapter 2 provides a theoretical foundation for TEYL, and it explores the characteristics and learning styles of primary school students.

**Session 2** 10/21 (Sat.) 15:00-20:00

*Children's Thinking*

Chapter 4 Sociocultural Theories of Development 【Presentation by students】

Chapter 4 addresses the sociocultural approach, which claims that social and cultural factors influence cognition and development. We will explore how social and cultural world affects how children think and learn.

*Teaching Young Learners English: From Theory to Practice*

Chapter 3 Contextualizing Instruction: Creating Thematic Units and Lesson Plans

【Workshop and demonstrations by students】

We will learn how to contextualize and organize instruction and create meaningful activities for the school year, for several class periods and for daily lessons plans.

**Session 3** 12/2 (Sat.) 15:00-20:00

*Teaching Young Learners English: From Theory to Practice*

Chapter 4 Teaching Listening and Speaking 【Workshop and demonstrations by students】

We will look at activities for teaching listening and speaking including songs, rhymes, chants, and games based on basic principles of teaching listening and speaking for young learners.

*Teaching Young Learners English: From Theory to Practice*

Chapter 5 Teaching Reading and Writing 【Workshop and demonstrations by students】

We will learn some of the ways to help and motivate young learners to read and write in English.

**Session 4** 1/27 (Sat.) 15:00-20:00

Teaching children to read and write alphabet 【Workshop and demonstrations by students】

We will explore how teachers can teach children to read and write focusing on Alphabet sounds and simple words.

*Reading for Information in Elementary School* 【Workshop and demonstrations by students】

Chapter 5 Read-alouds and shared readings: Building vocabulary and background knowledge during reading

We will learn essential skills for reading aloud and shared reading to help children improve their reading skills and strategies.

**Session 5** 3/3 (Sat.) 15:00-20:00

*Teaching Young Learners English: From Theory to Practice*

Chapter 6 Storytelling 【Workshop and demonstrations by students】

We will explore how teachers can engage learners to stories and present new language structures and vocabulary and how stories can be integrated with activities for teaching reading and writing.

Video viewing of students' teaching at work or microteaching in class

**Textbooks:**

*Children's Thinking* Fourth Edition by Robert S. Siegler and Martha Wagner Alibali, Prentice Hall, 2005 (Chapters 2 and 4. These are available on pdf files.)

*Teaching Young Learners English: From Theory to Practice* by Joan Kang Shin and JoAnn (Jodi) Crandall, National Geographic Learning, 2014. (Chapters 2, 3, 4, 5, and 6.)

*Teaching Young Learners to Think: ELT Activities for Young Learners Aged 6-12* by Herbert Puchta and Marion Williams, Helbling Languages, 2011.

*Reading for Information in Elementary School* by Frey & Fisher, Pearson, 2007. (Chapter 5. This is available on pdf files.)

**Reference books:**

『小学生に英語の読み書きをどう教えたらいいか』 田中真紀子著. 研究社. 2017.  
(*How to Teach Children to Read and Write*. Makiko Tanaka, Kenkyusha, 2017.)

*Teaching Languages to Young Learners* (Cambridge Language Teaching Library) by Lynne Cameron, Cambridge University Press, 2001.

*Teaching Young Language Learners* (Oxford Handbooks for Language Teachers) by Annamaria Pinter, Oxford University Press, 2006.

*Teaching English to Children* by Wendy A Scott, Lisbeth H. Ytreberg, Longman, 1990.