

科目コード／科目名 (Course Code / Course Title)	Techniques for reading and enjoying a picturebook in English		
テーマ／サブタイトル等 (Theme / Subtitle)	How to use picturebooks effectively in your ESL/EFL classroom.		
担当者名 (Instructor)	長谷川 A. (HASEGAWA ALISON)		
学期 (Semester)	秋学期(Fall Semester)	単位 (Credit)	2単位(2 Credits)
科目ナンバリング (Course Number)	CMP2331	言語 (Language)	英語 (English)
備考 (Notes)	<ul style="list-style-type: none"> ・F 科目中級(外国語による総合系科目) ・他に特別外国人学生が履修 ・この授業は英語で実施する ・履修者は TOEIC®550 点相当以上の英語力を有することが望ましい 		

授業の目標 (Course Objectives)

Picturebook read-alouds are an engaging and motivating classroom activity for learners of all ages, that can help develop a wide range of literacies including: visual, emotional or cultural literacy, as well as the foundation for reading and writing. Interactive read-alouds can initiate critical thinking and facilitate real communication, naturally developing learners' listening and speaking skills too.

By the end of the course, students will have:

- (i) observed, then planned and practiced doing two interactive picturebook read-alouds following the pre-reading, during-reading and post-reading framework.
- (ii) written a Final Report, and taken part in discussions around the picturebooks presented.

授業の内容 (Course Contents)

In this practical, seminar-type course participants will gain knowledge about various picturebooks, as well as plan and practice two picturebook read-alouds in class, following the pre-reading, during-reading and post-reading framework. This framework is designed to help instructors nurture the development of learners' language and other skills, including critical or creative thinking through, for example, post-reading drawing, writing, craft or drama activities.

Students training to be English instructors at primary, junior-high, or high-school level, as well as anyone who is interested in literature, and ways to share children's literature with their own, or future children will find this course valuable.

授業計画 (Course Schedule)

1. An Introduction to the Picturebook as a EFL/ESL Classroom Resource.
2. Building a Framework for an Effective Read-Aloud – the 3 stages
3. Reading 'with' children not 'to' children – strategic questions
4. The endless possibilities of post-reading activities
5. Planning for a read-aloud.
6. Group 1 – Read-aloud 1
7. Focus on author/illustrator 1 – Eric Carle
8. Group 2 – Read-aloud 1
9. Focus on a theme 1 – Celebrating Diversity & Friendship
10. Group 1 – Read-aloud 2
11. Focus on author/illustrator 2 – Leo Lionni
12. Group 2 – Read-aloud 2
13. Focus on a theme 2 – Developing Empathy & Resilience
14. Recognizing and talking about feelings – Social Emotional Learning (SEL) and the read-aloud.

授業時間外(予習・復習等)の学習 (Study Required Outside of Class)

Preparation for class: reading the set chapter of the textbook, *Read-Aloud Handbook – Eighth Edition*, Trelease, J. (2019), Penguin Books, ISBN:978-0143133797, and being ready to discuss the contents.

Planning for two (20–30 min.) read-aloud sessions in class.

Writing a Final Report.

成績評価方法・基準 (Evaluation)

最終レポート(Final Report)(40%)/Active participation & discussion(20%)/Read-Aloud 1, planning & presentation(20%)/Read-Aloud 2, planning & presentation(20%)

テキスト (Textbooks)

1. Trelease, J & Giorgis, C. 2019. *Read-Aloud Handbook – Eighth Edition*. Penguin Books (ISBN:978-0143133797)

参考文献 (Readings)

その他 (HP 等) (Others (e.g. HP))

注意事項 (Notice)