

Course Title: Interactive Learning for English Language Learners

Instructors: David Noyes

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

This course is a comprehensive overview of the elements of language acquisition and their impact on content learning. Topics include meeting the unique needs of English Language Learners in today's classroom, stages of language acquisition, styles of communication, public and private voice, and implications for classroom instruction, and discourse patterns are among the significant issues addressed. The impact of cultural patterns on content learning and language acquisition will be explored. Classroom management techniques for diverse learners and improved overall student performance are the anticipated outcomes for participants of this course. The sessions will give participants key strategies and resources for creating a more interactive learning environment for English Language Learners. These strategies include identifying difficult text and making modifications that will allow English Language Learners to have equal access to the curriculum. A multicultural framework will provide relevance for today's classroom teaching and learning.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand
 - a. scientific research on vocabulary instruction,
 - b. rationale for Interactive Learning Techniques, and
 - c. Basic Interpersonal Communication Skills (BICS).
2. Skills –after this course, a student will be able to develop
 - a. strategies, activities and techniques to adapt text for ELL's for classroom instruction,
 - b. strategies to determine which words to teach, and
 - c. questions to consider when planning vocabulary instruction.
3. Dispositions –after this course, a student will appreciate
 - a. the four domains of language,
 - b. sociolinguistic rules governing language use, and
 - c. special learning needs of English Language Learners.

Session Topics (8):

<ul style="list-style-type: none">• Stages of Language Acquisition	David Noyes
<ul style="list-style-type: none">• Making Connections: Prior and Background Knowledge	David Noyes
<ul style="list-style-type: none">• Cooperative Learning and English Language Learners	David Noyes
<ul style="list-style-type: none">• Vocabulary and English Language Learners	David Noyes
<ul style="list-style-type: none">• Interactive Learning and Text Adaptation for English Learners	David Noyes
<ul style="list-style-type: none">• The Application of Formal Language and Social Context for ELL	David Noyes
<ul style="list-style-type: none">• English Language Development	David Noyes
<ul style="list-style-type: none">• Assessment for English Language Learners	David Noyes

Instructor Overview:

David Noyes is an accomplished bilingual Spanish speaker with a Master's Degree in Early Childhood Education and Curriculum. David has 16 years of teaching experience. He is an English Language Development and sheltered Instruction Coach and author of *Astronomy Made Fun* and *Oceans Made Fun* (English Learner Support Resources). He is a writer for McGraw Hill's, *Open Court English Learner Support Guide*. Some of David's accomplishments as an educator include: Presenter for California Elementary Education Association/Staff Development Resources, Awarded 2006 Outstanding Teacher of the Year by the Long Beach Unified and the Los Angeles County Office of Education for meeting the unique needs of English Learners.

Methods of Instruction:

Percentage of Course Credit

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8) 5%
- Graded post assessments (8) 20%
- Video lectures (8) 35%
- Polling questions
videos Included in
- Study guides (8) (60 to 100 pages)
- Handouts
- Projects 40%

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)

Grading:

Grading Requirements include a Lesson Plan and a Guided Reflection.

Due dates of major assignments, projects, and examinations:

Online, self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course.

FINAL EXAM PROJECT: Develop a detailed Lesson Plan and Reflection Guide that assumes you have students at different levels of language acquisition. Include the following components:

1. Select a standard of learning objective from a specific content area.
2. Develop one or more activities that you will use to activate student's prior knowledge.
3. Create one or more cooperative learning activities that can be used to address the standard or learning objective.
4. Incorporate activities that allow for students to perform tasks in both public and private discourse (i.e. journals, simulations, dramatic monologues, etc.)

5. Describe one or more assessment measures that you will use to check for understanding. Create a rubric to provide a common framework of stated lesson objectives and student understanding.

Incorporate anecdotal evidence and data to indicate that your lesson plan was successful or may need revision for future lessons. Discuss your experience in implementation of this lesson plan and the possible *pros and cons* of adapting the lesson for future classroom use.

A KDS Lesson Plan and Reflection Guide are attached and should be followed to provide a comprehensive assessment of course objectives.

A KDS Rubric is attached which provides grading levels and weights.