

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 their 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):

Stages of Language Acquisition	David Noyes
Making Connections: Prior and Background Knowledge	David Noyes
Cooperative Learning and English Language Learners	David Noyes
Vocabulary and English Language Learners	David Noyes
Interactive Learning and Text Adaptation for English Learners	David Noyes
The Application of Formal Language and Social Context for ELL	David Noyes
English Language Development	David Noyes
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:

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos
- Study guides (8) (60 to 100 pages)
- Handouts
- Final Project

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given.

Students must earn a minimum of 70% to pass the course.

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

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. Participants must complete and turn in the final within two weeks of completing the course.

Grading criteria/system and evaluation activities:

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.