

## **Course Title: Interactive Learning for English Language Learners, Part 1**

**Instructors: David Noyes**

**Length: 10 hours**

**Dates: Rolling admissions**

**Prerequisites: Bachelor Degree**

**Number of credits: 1**

### **Course Description:**

This course provides 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, strategies using prior and background knowledge, cooperative learning, and implications for classroom instruction. 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 (5):**

• 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

### **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 (5) (10 hours) |                    |
| • Pre assessments (5)                | 5%                 |
| • Graded post assessments (5)        | 20%                |
| • Video lectures (5)                 | 35%                |
| • Polling questions                  | Included in videos |
| • Study guides (5) (60 to100 pages)  |                    |
| • Handouts                           |                    |
| • Projects                           | 40%                |

### **Texts (included in program)**

- Study guide provided in the program (100 - 200 pages)

### **Assignments**

- Pre assignments (5)
- Post assignments (5)
- Final project (1)

### **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 activates students' prior and background knowledge. Assume that 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 students' prior and background knowledge.
3. Create one or more cooperative learning activities that can be used to address the standard or learning objective.
4. 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.

What specific strategies did you include to activate students' prior and background knowledge? 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. \*However, if you are unable to implement your Lesson Plan and Guided Reflection in an actual classroom, please project what anticipated outcomes would be.*

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