



LILIE, LLC Course Information

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Title of Course (45 hours): Differentiation in the LOTE and Dual Language Classroom.

Course Description: This course is aimed for teachers of a second language or those working within a dual language or immersion classroom. In this course, students will explore the best teaching practices for second language acquisition with a special focus on differentiation, 21st century technology applications, and ways to reach all types of learners. The same will also be discussed for methods within the dual language classroom and this course will demonstrate the similarities between the various types of classrooms.

Overall Course Objective and Expectation(s): The overall objective of this course is for teachers to explore, discuss, research and share the best teaching practices within both a second language classroom and dual language classroom. These methods will be researched and shared within class discussions in order to create dynamic lesson plans for these classrooms. There will also be a special focus on incorporating technology within the classroom setting and more importantly having students apply these 21st century skills to their own work. In this course, teachers are expected to read all the information presented and create lively discussions with their colleagues within the course and also conduct and share some of their own research and methods with the class. Teachers are expected to engage with one another in order to promote a true learning environment. As an end result, students should be able to develop lessons and even thematic units that utilize the concepts learned and discussed in this class.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings, Websites, Articles & Videos (*subject to change*):

- Differentiation in Action
- Languages and Children, Making the Match
- Differentiated Instruction: A Guide for Foreign Language Teachers
- 7 Steps to a Success in the Dual Language Classroom
- Brave New Digital Classroom: Technology and Foreign Language Learning
- Many Languages, One Classroom: Teaching Dual and English Language Learners

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

During week 1, we will define and discuss differentiation as it relates to the LOTE and Dual Language classrooms. In general we will discuss what we currently do in our classrooms in order to reach our students on a variety of levels, how do we make the content realistic and appropriate for our students? With the readings and websites we will learn what some of the best methods have proven to be and how we can best incorporate these practices into our own classroom.

Objectives:

Teachers will become familiar with the term differentiation as it applies to the LOTE/Dual Language classroom. General methods and practices will be explored and discussed and then how we can incorporate these ideas specifically into our daily lessons in line with the curricula and our own population of students.

Impact on Classroom Instruction:

The impact on daily instruction should be quite evident with being able to try and use lessons created within this class. The “art” of differentiation will be explored and discussed so it becomes second nature within the classroom.

Learner Outcomes:

Once teachers have grasped the concept of DI as it pertains to the LOTE/DL classroom there will be several methods of incorporating this into the daily classroom environment and an increase of mastery with using these practices in instruction.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC:*)

1. What is differentiated instruction? How does DI specifically apply to the LOTE and Dual Language classroom?
2. Why is DI important in the LOTE/DL classroom? How do you incorporate it into your daily lessons and classroom environment? What are some of your best methods to share with your colleagues?
3. Describe how to tier a lesson and or scaffold a lesson for your classroom. Describe you're the process you used to do this.
4. Share your thoughts on the methods to incorporate DI shared within the class readings and provide a lesson plan showcasing one of these ideas.



Week II

Topic(s):

During week 2, teachers will explore the Dual Language classroom and how it compares to the LOTE classroom. Best practices within the DL classroom will be discussed as well as the most successful methods used among teachers. Specifics to DI will also be explored for the DL classroom.

Objectives:

Teachers will learn in detail about the Dual Language classroom and how various methods of DI can be incorporated into the classroom setting and the similarities between the LOTE, and Dual Language classroom.

Impact on Classroom Instruction:

Full understanding of the dual language classroom will allow teachers to try new methods in which DI plays a major role and will impact their students tremendously. In addition, it will allow teachers to see how it compares to a LOTE classroom and how many of the same ideas can be utilized to create dynamic lessons.

Learner Outcomes:

Once teachers have a full understanding of the DL classroom they will be able to compare and contrast to the LOTE classroom as well as others disciplines and which methods work best in order to create an environment of DI in their daily lessons.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

1. What is success in a Dual Language classroom? How is this measured and applied?
2. How does the DL classroom compare and contrast to the LOTE classroom? Which similarities are there for incorporating DI into the classroom environment?
3. Elaborate on the 7 Steps for Success in the Dual Language Classroom. Which do you find the most useful and will use these methods within your classroom?
4. Discuss the various ideas of DI ideas for the DL classroom.



Week III

Topic(s):

During week 3, teachers will explore the various ways and methods to incorporate technology in the teaching of LOTE and the Dual Language classroom. Specific methods and resources will be shared and teachers will develop specific lessons on how they can use these ideas in their classroom. Resources also include students using these technologies as to further their own learning and in-depth understanding of the language and content alike. With more emphasis being put on the use and acquisition of 21st century skills it is imperative for teacher to use these methods in the classroom as both a method of instruction as well as a model for the students.

Objectives:

Teachers will learn various methods of how to incorporate technology into daily lessons specific to LOTE and Dual Language classrooms. In addition, activities will be shared for student use of technology as well as to gain a further understanding of the language and content in a realistic approach.

Impact on Classroom Instruction:

Teachers will be utilizing 21st century skills in the daily instruction of the LOTE and Dual Language classroom. Specific methods and resources will be explored and shared in class. Teachers will also gain knowledge of resources for students to apply to their classroom. Utilizing technology in the LOTE and DL classroom will allow the students to use the language and its content in a realistic approach.

Learner Outcomes:

Upon the completion of week 3, teachers will have gained a wealth of resources about how technology can be utilized in the classroom not only by the instructor but with the students as well. It will demonstrate how the use of technology and methods discussed will further enhance the understanding by the students and allow real life application of the language and its relative content.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

1. Share reactions to method of using the Internet to learn English in the DL classroom. How can students create cross-cultural connections?
2. Review websites for integrating technology into lessons plans. Which would be the best for your class and student population? Please devise a lesson plan integrating one of these methods.
3. How will you have students utilize technology in the classroom? How will they demonstrate their understanding of not only the content/language but of the technology itself? Please outline an activity with a summative or formative assessment. Did this have a real-world application?



Topic(s):

During week 4, teacher will explore the best teaching practices as related to the LOTE and Dual Language classroom. Several methods will be included as well as being together all material presented in the previous weeks. A focus will be on developing reading comprehension skills in the target language and being able to produce evidence of understanding with what they have read and learned.

Objectives:

Teachers will explore and discuss the best teaching practices as outlined through suggested readings and peer collaboration. An emphasis will be put on enhancing reading comprehension skills as to further develop understanding and how we can have students produce work which demonstrates concrete evidence of understanding what they have read.

Impact on Classroom Instruction:

Teachers will learn specific ways to enhance reading comprehension skills with their students which will allow for a classroom in which emphasis is put on student produced work and evidence of understanding. Best teaching practices will be discussed and shared among teachers and how they have specifically incorporated these ideas.

Learner Outcomes:

By the close of week 4, teachers will have written lesson plans including various ways to use higher-level reading comprehension skills in the classroom and have students produce evidence to demonstrate understanding of written text. In addition, by the end of the course itself teachers will know how to differentiate appropriately for the LOTE and DL classroom as well how to utilize 21st century technology skills in a real-world manner.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

1. How can use the Story Book method in your class? How would you create this lesson in your own classroom? What would you change in order for it to fit your student population?
2. Further research some of the reading comprehension skills presented. Please share your research and why you find this method to be the most useful for your instruction.
3. Further elaborate on the article” Strategies for Supporting all Dual Language Learners”, and specify which strategies you will utilize in your classroom environment. Please share a specific outline with the class. For example, a letter home to parents, community outreach, lesson plan, etc.
4. Please devise a full lesson integrating a reading comprehension strategy. You must be able to try this in your classroom and share your findings/results with the class. What worked? What you change? How did you assess? How did students demonstrate understanding?