Language Development: What School Personnel Need to Know about First Language Development and Second Language Acquisition

WebQuest Description: This webquest lesson is designed as part of CALU
Grade Level: College / Adult
Curriculum: Professional Skills
Keywords: first language development, second language acquisition, ELL, ESL
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Introduction

This webquest is composed of 4 tasks. Below is a brief overview of the requirements of this webquest. More details will be given in the Process section:

Task 1: What is language? Your task is to explore what Language is and the parts of language you need to know and comprehend to effectively work in a school-wide setting.

Task 2: What is first language development? Your task is to explore information about first language development presented in the web literature. Key questions for this task include:

1. What is first language development?
2. What are the stages of first language development?
3. How are these stages like the first language development?
4. How are they different?

Task 3: Second Language Acquisition and its stages

Task 4: Relating Language and Language Development to You & Your Role:

Now that you have developed and created your understandings of Language & Language Development, you will use your notes, as well as any information provided within this webquest, to help you reflect on these issues as they relate to your field of study. Eventually, you will produce a “poster” that incorporates what you know about Language and Language Development.

Evaluation

EVALUATION & FORMAT OPTIONS

READ CAREFULLY!!!

The Language Development Project Must Be Completed Individually!!!

Make sure you check the rubric at the bottom of this page!

Total Points Possible: 30

Required Elements for your Language Development Project:

Remember you are not only demonstrating what you learned, but you are creating a project that you could use to professionally develop others in your field.

This must be highly engaging orally and visually! There are 5 necessary parts to this project: Slogan, Facts, Oral Presentation, Visuals, and References.

Each component is explained below as well as the formatting options and submission guidelines.

SLOGANCOMPONENT:

You must have a catchy slogan: A slogan is a short phrase or sentence meant to gain attention and get a specific message across quickly. A widely recognized purpose of a slogan is to communicate information about a company, product, service or candidate, helping people become familiar with and remember what’s available. It should get the message home and connect to the objectives outlined in the Standards & Objectives tab.

Make sure you tap into any prior knowledge you have with respect to these issues.

ORAL COMPONENT: Teacher Candidates and OSP Candidates will demonstrate communication skills appropriate to working in a school environment with adults and students.

DON’T JUST USE your best voice to “teach” others! Candidates will define what language is in their own words based on the research they
Candidates will identify what parts of language do school personnel need to know to effectively instruct language in a school-wide setting. Candidates will explain first language and second language development in their own words and with visual imagery. Candidates will summarize the similarities and differences between first and second language development in their own words and with visual imagery. Candidates will be able to define the difference between learning and acquisition in their own words and provide examples both visually and orally. Candidates will evaluate and then choose ONLY 1 theory of human language development that captures their idea of how language is learned. This theory can come from the Human Language Theory pdf. Candidates will orally defend and justify their chosen theory of language development. Candidates will justify their response to these questions:

1. How does studying language in greater depth and detail impact my role in a school-wide setting? Am I a “provider” of language or is language and the study of language not my concern?

2. VISUAL COMPONENT

At least 2 videos that strongly relate to this topic. They visually support the slogan component, the oral component, and the fact component.

3. At least 2 graphics/pictures (try to avoid clipart) that strongly relate to this topic.

You could use charts, infographics, etc.

References:

Candidates will reference resources using APA 6th.

Candidates will place these references on a separate word document & upload it with your project when it is due. Due date will be listed in the course calendar and via course announcement. Project Display:

First, bring your responses to the questions posed in the TASKS & PROCESS Tab according to the schedule below, so we can discuss them in class before you begin the technology display portion of this project.

EDU 350 01 (MWF) Bring your written responses February 15th
EDU 350 02 (T/TH) Bring your written responses February 16th

Candidates will synthesize information learned to create a mini-professional development project using a technology of their choice. Candidates may choose any technology you want to organize and display your learning as long as it can be narrated.

Candidates must ensure that all links, tabs, videos, etc. work.

If I cannot open them, they will be marked as non-working and not related to the topic. Candidates will upload your completed Language development project to the Dropbox called “Language Development Webquest” in our course by the due date listed on the course calendar and in the course announcement.

Note: Please note that at my discretion I can assign 5 points, 3, 3 points, or even 1 point.

**FOCUS ON CONTENT**

Content display is highly informative, learned, and not just a regurgitation of presented materials.

Content display shows thought, ownership, and evaluation and strongly evidences growth that supports the main questions and objectives outlined in the Standards & Objectives tab.

Content display is mostly informative.

Content display shows appropriate thought, ownership, and evaluation, but regurgitates some information. Somewhat shows awareness that supports the main questions and objectives outlined in the Standards & Objectives tab.

Content display lacks clarity and information. Content display shows lack of evaluation, thought, and ownership.

There is no content display and no ownership of information. GRAPHIC & VIDEO RELEVANCE At least 2 graphics and 2 videos are included. They all strongly relate to the topic, provide additional visual insight and relation to the topic. They are highly engaging and illuminating.

Graphics and video are related to the topic and most make it easier to understand. Some graphics & videos relate to the topic and make it somewhat easier to understand. Graphics & videos do not relate to the topic ORAL PRESENTATION Establishes a purpose early on, maintains a clear focus throughout, and demonstrates a strong, positive feeling about topic during entire presentation.

The pace & voice punctuation helps the audience “get the message” as outlined by objectives 1-6 in the Standards & Objectives tab. Audience feels professionally developed and not just lectured to.

Information is not just read from the paper. Oral narration is engaging to listen to and adds to the visual information displayed.

No Ferris Bueller voice! Does establish a purpose early on and maintains focus for most of the presentation. Occasionally shows positive feelings about topic and voice punctuation is relatively engaging for the audience.

Audience somewhat “gets the message”. Audience feels somewhat professional developed.

There are lapses in focus, and information is inconsistent with intended objectives. Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the information presented. Shows some negativity toward topic presented. Audience is not consistently engaged and inconsistently professionally developed.

It is difficult to figure out the purpose of the presentation. No attempt to narrate.

REQUIRED ELEMENTS The project display includes all required elements outlined in webquest instructions under Evaluation tab as well as additional information. All required elements are included on the in the project. All but 1 of the required elements are included on the in the project display. More than 1 of the required elements required elements were missing.

ATTRACTIVENESS The project display is exceptionally attractive in terms of design, layout, and neatness.

Project display could be shared with others for professional development. Could be held up as an example to others.

The project display is acceptably attractive in terms of design and neatness. Could, with improvements, be used as a professional development for others.

The project displays struggles in maintaining & professional attractiveness; may be a bit messy, and would inhibit professional development.

The project display is distractingly messy or very poorly designed. It is not attractive. There is no ability to be professionally developed.

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<thead>
<tr>
<th>Category and Score</th>
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This webquest is to be completed individually. This webquest is composed of tasks. First, bring your written responses to the questions posed in the TASKS & PROCESS Tab, so we can discuss them in class before you begin the technology display portion of this project. This means after you complete the tasks below, you are to write up your information and bring to class!! EDU 350 01 (MWF) Bring your written responses February 15th EDU 350 02 (T/TH) Bring your written responses February 16th Task 1: What is language? Remember the Linguistic Subsystems worksheet I gave you at the beginning of the course to “assess” your language knowledge ability.

Well, there is your chosen to improve and expand your knowledge about what is language!! Your task is to explore what Language is and the parts of language you need to know and comprehend to effectively work in a school-wide setting. Please Start with the Language power point attached at the bottom of this page and Language Vocabulary powtoon link.

Then find at least 1 other reliable resource (not Wikipedia) to assist you in
I'd like to thank Zachary Dice for taking the time to put together this webquest!!!

Judy Haynes
www.everythingesl.com, Sheltered Language and literacy learning and content-area achievement

1.b. Language Acquisition and development

TESOL/ NCATE Standards

Domain 1: Language

1.b. Language Acquisition and development

Candidates understand and apply theories and research in language acquisition and development to support their ELL's English language and literacy learning and content-area achievement

Credits

I'd like to thank Zachary Dice for taking the time to put together this webquest!!!

Judy Haynes www.everythingesl.com, Sheltered
Images from the following sites:

http://chocolatesusu93.blogspot.com/2012/07/introduction.html
http://www.parentsandcolleges.com/blog/bid/160040/A-Daunting-Task-Simplified
http://blog.fabsuite.com/2011/06/it%E2%80%99s-all-a-process/

Other
HAVE FUN!!!!