Language Development Webquest

WebQuest Description: This webquest lesson is designed as part of CALU’s Supporting English language learners class. This learning experience encourages school personnel to become more deeply engaged with language development as it relates to First and Second language acquisition and your specific role in this process. Becoming more attuned to what language and language development is will enable you to apply what you will learn in more productive and learned manner to class activities such as the parent advocacy plan, academic forms and functions, comprehensible input, the academic word exercise, and WIDA proficiency standards/language objectives as well as discussion boards and your final project.

Grade Level: College / Adult
Curriculum: Professional Skills
Keywords: first language development, second language acquisition, ELL, ESL
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Introduction

TESHOL NCATE STANDARDS
Domain 1. Language
Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order. Standard 1.b. Language Acquisition and Development
Candidates understand and apply theories and research in language acquisition and development to support their ELLs English language and literacy learning and content-area achievement.&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&n...
are first and second language development and acquisition the same and different? What does language development look like at the different stages of second language development, i.e., what can an ELL be expected to do and perform? Be brief! Can these stages be accelerated? If so, how? What do teachers and other school personnel need to know about the “Silent Period” & ELLs? Task 4: What does it mean to be bilingual? What is bilingualism? Does being bilingual impact your ability to learn effectively and efficiently in English? How can being bilingual help a student learn? Does a classroom teacher or other school personnel need to be bilingual to teach an ELL student in the mainstream classroom? What does the research say? Task 5: What is your theory of human language development? After conducting your research on the topics above, what theory of human language development best fits your ideas of how language is learned, developed, and acquired and why? Task 6: Relating all of this information to yourself as well as to others: You will synthesize and summarize what you learned to professionally develop people in your field or concentration area. In other words, take what you have learned and teach someone else! You will create a Glogster. You should have registered for this Module 1 Week 1 of this course. This Glogster poster will be visual, it will be narrated, and it will be a poster presentation that will professionally develop others in your field. Click on the Process Tab next!

**Process**

The Process Section is where you are given specific links and documents to explore and learn from in this quest. Before beginning the assignments, it is very important to be familiar with several terms: L1: First language/ native language; L2: Second language/ language the person is trying to learn; ESL: English as a Second Language; ELL: English Language Learners; Phonemes: the smallest units of sound; Morphemes: the smallest units of words; Morphology: the study of word formation; Semantics: the study of word meanings; History of Language Acquisition: First Language Acquisition; Second Language Acquisition; Theories of Human Language Development; Acquisition-theories-nature-vs-nurture/7247; Process 3: Second Language Acquisition; and the Stages of Development Use the questions from Task 3 to assist. Review the following links in regards to first language development: Stages of First Language Acquisition; Second Language Acquisition: First Language Acquisition Science Article; Process 4: What does it mean to be bilingual? Use the questions from Task 4 to assist. Read the following links in regards to second language acquisition and the stages of development. You may have to do a bit of outside research to answer all of the questions in Task 3.

**Evaluation**

Required Elements/ Format 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. Thus, this must be highly engaging orally and visually! There are 4 necessary parts to display on this Glogster poster project: Slogan (the message you want to communicate), background board (the visual presentation of your project), 2 languages are better than 1 (the written presentation of your project), and a catchy tagline or a catchy slogan: A slogan is a short phrase or sentence meant to gain attention and get a specific message across quickly. INSUFFICIENT SLOGAN EXAMPLES: First language and Second Language Development; Language Development APPROPRIATE SLOGAN EXAMPLES: (You may not use these): Keep Calm & Babble on;... 2 languages are better than 1. Underneath your slogan please include your first & last name and the name of this course!! ORAL COMPONENT (Narration/ Teaching): The Oral Component will demonstrate your ability to use the research you conducted as required in the Task and Process tabs to answer the Essential Questions listed in the Task tab. You will demonstrate communication skills appropriate to working in a school environment with adults and students. Don’t Just Read the information to your audience! USE your best voice to “teach” others! You are the trainer/ coach/ teacher now! The best way to learn information deeply is to teach it to someone else! Ultimately, your narration/ teaching is a presentation! Pretend you are presenting to a group of people who are not experts like you are now! At a minimum, the narration/ oral presentation must be 10 minutes and at a maximum it must be 20 minutes in length. You will use the fact component outlined below to develop your oral presentation and response to the Essential Questions. FACT COMPONENT: Must be in your own words, whether in bullet points or part of your narration. Choose what you will present orally & what you will present in writing! There is no set limit to the facts, but you must address the following either orally or in written, bulleted form on the glogster: Candidates will define what language is as a concept; based on the research they completed. Candidates will explain first language and second language development in their own words. Candidates will describe the Silent Period in their own words. & Candidates will define learning vs. acquisition provide
at least 1 concrete example.&nbsp;Candidates will define bilingualism. Candidates will explain how being bilingual can impact your ability to learn effectively and efficiently in English. Candidates will answer the question: does a classroom teacher or other school personnel have to be bilingual to teach an ELL student? Candidates will justify their choice of their theory of human language development. And any other facts and vocabulary you think necessary to drive your message home and connect to the subject, objectives outlined in the Standards, and prior learning. &nbsp;

**Visual Component:** At least 2 videos that strongly relate to this topic. Videos cannot be used in lieu of narration; they are used to support your written and narration/oral components. &nbsp;They visually support the slogan component, the oral component, and the fact component. At least 2 graphics/pictures (try to avoid clipart) that strongly relate to this topic. &nbsp;

You could use charts, infographics, etc. References: &nbsp;References will be typed on a word document. You will reference resources using APA 6th. &nbsp;Make sure you are checking how to cite video and illustrations (pictures, etc.) Please click on the Evaluation Tab next!!

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**Project Evaluation Rubric**

**PLEASE MAKE SURE YOU READ THE RUBRIC BELOW CAREFULLY!! TOTAL POSSIBLE POINTS: 30**

**CONTENT 5 6 7**

**Performance Indicator Approaches Standard Meets Standard**

1.b.1. Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs. (refer to fact component in task area of webquest) Understand some aspects of language acquisition theory and research. Apply their knowledge of L1 and L2 acquisition to ELL learning in mainstream classrooms. Use their understanding of language acquisition theory and research to reflect upon optimal learning environments for ELLs who are included in mainstream classrooms. 1.a.1. Demonstrates knowledge of the components of language and language as an integrative system. (refer to fact component in task area and project format area of the webquest). Lists some or all of the components of language and language as an integrative system. Can adequately explain components of language and language as an integrative system. Can use the components of language and language as an integrative system to create high quality professional development services for colleagues. CONTENT DISPLAY 2 3 4 Demonstrates ability to professionally develop others through public speaking. (refer to oral component under the task tab and project format tab in the webquest.)

**Audience clearly gets the message and feels professionally developed; i.e. they have learned useful information!**

**Consistently displays a strong, and enthusiastic tone of voice about the topic during entire presentation.**

**Audience somewhat gets the message, but may need more support.**

**Presentation has sloppy appearance Appropriate and inappropriate use of color, design, and space.**

**Design lacks creativity Lack of harmonious design in presentation Outstanding use of color, design, and space Original and creative design Overall design is pleasing and harmonious Could be held up as an example to others.**

**Required Content Elements**

More than 1 of the required elements were missing All but 1 of the required elements are included on the in the project display. All required elements are included on the in the project. 0 1 2 Mechanics (written) Too many grammatical errors Words and phrases not pertinent to topic More than 4 misspelled words Mostly free of grammatical errors Most words are pertinent to topic 2-4 misspellings Free of grammatical errors Words are pertinent to topic Words and phrases spelled correctly References Two or citations missing or incorrectly written One reference or citations missing or incorrectly written All references and citations are correctly written and present using APA 6th reference & citation formatting. Please click on the Submission Tab next!!

**Project Submission Requirements**

Submission Guidelines: When you want to “finish” your glogster, make sure you finish private within the glogster system. Then cut, copy, and paste your finished Glogster url link onto the top of your APA formatted reference page. Make sure when you copy and paste your Glogster url onto the top of your reference page, the word edit does not appear. &nbsp;I cannot open your link if edit appears! I must be able to open it or it will be considered incomplete and assessable! &nbsp;Submit your project to the Language Development Project Dropbox by due date listed in the course shell and calendar. Make sure you ask at the Student Q & A Area if you need assistance. Click on the Conclusion Tab next!!

**Conclusion**

Congratulations!!&nbsp; You have successfully completed a pretty challenging assignment. &nbsp;As you worked your way through the various tasks, you discovered how much more there is to language development than you may have thought or have been exposed to in the past. &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;In this webquest, you learned about First and Second language development and the similarities between the 2 and their differences. &nbsp;You were also exposed to learning versus acquisition. &nbsp;&nbsp;You also discovered that there are specific, concrete stages students who are learning a second language go through. &nbsp;&nbsp;All of this information has developed and enhanced your awareness and comprehension of language as a
This webquest is designed to assist school personnel who may have limited or no experience with English language learners and language learning specifically.

**Standards**

*College/ Higher Education*

This course examines research-based English Language Learner (ELL) teaching and learning methods in K-12 mainstream classrooms. The major theories of language acquisition will be reviewed and their implications for the second language classroom will be discussed.

The primary goals of this course are:

- a) To familiarize teacher candidates with major theoretical issues and research-based methods in second language learning in formal and informal situations;
- b) To provide teacher candidates with opportunities to develop communication strategies that will support their students’ learning;
- c) to assist teacher candidates in becoming skillful at making appropriate teaching decisions that will nurture language learning among culturally and linguistically diverse students, in order to promote and increase academic achievement in the classrooms.

**STANDARDS:**


*TESOL/CAEP STANDARDS:*

**Domain 1. Language**

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners’ (ELLs’) develop language and literacy and achieve in the content areas.

Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

- **Standard 1.a. Language as a System**
  - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

- **Standard 1.b. Language Acquisition and Development**
  - Candidates understand and apply theories and research in language acquisition and development to support their ELLs’ English language and literacy learning and content-area achievement.

*CEC STANDARDS:*

- **1.4** Create safe, effective, and culturally responsive learning environments which contribute to fulfillment of needs, stimulation of learning, and realization of positive self-concepts.
- **1.5.** Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles.
- **1.6.** Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs.
- **2.6.** Advocate for appropriate and supportive teaching and learning conditions
- **6.1.** Use culturally appropriate communication with parents and families that is respectful and accurately understood

*NAEYC STANDARDS:*

1. **Relationships**
   - Program Standard: The program promotes positive relationships among all children and adults to encourage each child’s sense of individual worth and belonging as part of a community and to foster each child’s ability to contribute as a responsible community member.

2. **Curriculum**
   - Program Standard: The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

3. **Teaching**
• Program Standard: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.

International Reading Association Standards for Reading Support Specialists:

Credits

Other