

# LANGAUGE ACQUISITION AND DEVELOPMENT

STANDARDS

KNOWLEDGE BASES

PLANNING

# TESOL/NCATE PROGRAM STANDARDS

- Domain 1 - Language
  - Standard 1 - **Describing Language.** Understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, reading, and writing for social and academic purposes.
  - Standard 2 - **Language Acquisition and Development.** Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

# Components of Language

- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics

# BICS & CALP

BASIC INTERPERSONAL COMMUNICATION SKILLS & COGNITIVE  
ACADEMIC LINGUISTIC PROFICIENCY

- A. Social & Contextualized
- B. Social & Decontextualized
- C. Academic & Contextualized
- D. Academic & Decontextualized

# Theoretical Bases

- Nativist
- Empiricist
  
- Behaviorist
- Cognitive
- Social Interactionist

# Language Acquisition and Development

- Provide rich exposure to English.
- Provide comprehensible input and scaffolding.
- Provide opportunities for meaningful interaction.
- Create a secure, positive, and motivating environment.
- Understand and apply current theories and research in language and literacy development.

# Language Acquisition and Development

- Recognize and build on the processes and stages of English language and literacy development.
- Recognize the importance of ESOL students' home languages and language varieties and build on these skills as a foundation for learning English.

# Language Acquisition and Development

- Understand and apply knowledge of sociocultural and political variables to facilitate the process of learning English.
- Understand and apply knowledge of the role of individual learner variables in the process of learning English.
- Provide appropriate instruction and feedback.
- Help ESOL students to communicate in socially and culturally appropriate ways, develop academic language proficiency, and effective learning strategies.

# PLANNING CONSIDERATIONS

STUDENTS  
CURRICULUM

## **SOME IMPORTANT CONSIDERATIONS ARE:**

- **Who are the students in terms of learner characteristics, such as language proficiencies, developmental level, intelligent type, and learning style**
- **What are the planned activities, and how will teachers assess student's performance?**
- **How will the classroom setting affect the planned activities?**

## **SOME IMPORTANT CONSIDERATIONS ARE:**

- **What materials do teachers need to support the activities?**
- **What language functions, vocabulary, and grammatical structures will students practice through the activities?**
- **What knowledge about subject content and culture will the students gain?**

# Talent and Intelligence Types

Linguistic: How can I use the spoken or written word?

Logical-Mathematical: How can I bring in numbers, calculations, logic, classifications, or critical thinking?

Spatial: How can I use visual aids, visualization, color, art, metaphor, or visual organizers?

Musical: How can I bring in music or environmental sounds, or set key points in a rhythm or melody?

Bodily-Kinesthetic: How can I involve the whole body, or hands-on experiences?

# Exemplary Practices

- Provide adequate amounts of comprehensible input.
- Develop language across all areas of the curriculum.
- Plan thematic units that span the curriculum and are built from student interests and background experiences.
- Use quality literature containing positive multicultural perspectives and images to provide the basis of instruction.

# Exemplary Practices

- Make available to children materials that enhances literacy.
- Use authentic assessment that focuses on children's strengths.
- Accept close approximations in children's oral and written miscues providing guidance as children progress toward conventions.
- Accept music, literature, drama, and art as expressions and valid interpretations of meaning and understanding.
- Keep evaluation in perspective, and use information gained to plan for future instruction.

- THE END