5 PRINCIPLES OF STUDENTS' DEVELOPMENT OF ENGLISH SPEAKING

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ABSTRACT

The book starts off with explaining the 5 evidence-based principles of language development and acquisition. Andrea begins the book with these principles to lay the foundation for the strategies. They saw her as a scholar practitioner grounded in theory yet with established connections to educators in the field who are working diligently to grow students' language and literacy skills.

Keywords: method, learners, instructional materials.

INTRODUCTION

The five principles are: 1. Asset-based mindset The belief that students and their families have a lot to offer through their home languages, cultures, and lived experiences. Approach instruction with a lens for what students can do, rather than what they cannot do yet.2. Individual variationThe understanding that students' development is unique to the individual. The four domains of language (e.g. reading, writing, speaking, listening) will bloom and mature at different paces.3. Content, language, and literacy integration Content, language, and literacy must be integrated with each other like wool woven into a sweater. Students learn language by engaging with the content, and having students apply content-based skills and knowledge provides a purpose to use literacy skills (Heritage, Linquanti, and Walqui, 2015). 4. Culturally and linguistically sustaining practices The price of inclusion in a new community should not be at the expense of one's cultural and linguistic heritage. We must examine how we design instruction and assessments in a way that honors students' connection to their culture and expands students' home language proficiency (Paris, 2012; Ladson-Billing 2011). 5. Purposeful integration and collaboration Engineer instruction so that students collaborate with each other and are taught explicitly how to interact with others. Through group work, students will better process the content and strengthen their linguistic skills.

MATERIAL AND METHOD

The 'nature of second language learning, as evidenced from coursebooks, seems generally to follow a cognitive model, where declarative knowledge is proceduralized through successive practice activities. The back cover of Inside Out (Kay and Jones, 2001), for example, makes the claim that 'easy-to-use exercises put rules into practice

– and are then recycled as speaking activities'. As for 'the goals and objectives of language learning, these tend to be loosely aligned with those of the communicative approach. Inside Out, for example, 'has been designed to develop real-life communicative skills and powers of self-expression' (Kay and Jones, op. cit), while Cutting Edge (Cunningham and Moor, 1998) aims at 'improved confidence and fluency' as well as 'a clearer understanding of how language is used'. (There is, of course, no recognition that the discrete-item focus of the syllabus might be at odds with these more holistic objectives.) With regard to the syllabus, the grammar 'canon' predominates, but the influence of the lexical approach (Lewis, 1993) and of corpus linguistics is now apparent. Innovations (Dellar and Hocking, 2000) 'has a strongly lexical syllabus, presenting and practicing hundreds of natural expressions which students will find immediately useful', and Natural English (Gairns and Redman, 2002a) offers 'a new syllabus area called natural English – accessible, high-frequency phrases which intermediate students can pick up and use'.

ANALYSIS RESULTS

It is also important that children hear rich and diverse language to develop their vocabulary skills. Gestures supporting word learning can have an additional benefit. Studies on academic language development show that children who heard more 'academic' vocabulary aged five had larger vocabularies in second grade (Year 3), which in turn positively impacts reading development and academic achievement (Weizmann and Snow, 2001; Huttenlocher et al., 2002).Share with parents the importance of academic language development and how they can best support this at home. For multilingual families, it is particularly important to highlight the notion of 'domain-specific' language knowledge, e. the fact that children will only learn words for the contexts in which they use either of their two or more languages. For example, if a child uses English only at nursery and Farsi only at home, it is unlikely that the child will learn nursery-specific words in Farsi. Reading books covering a wider range of contexts can help develop children's language skills across all their languages.

CONCLUSIONS

Vocabulary and grammar develop in synchrony during the first years of a child's life. Vocabulary can help children to learn grammar and vice versa. Sometimes, grammatical context helps children to learn new words (see principle four) (Levine et al., 2020). This is why it is so important to teach new words in the context of rich grammatical structures, not in isolation. Word lists alone are not the most effective way to teach children new words.

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