

# Acquisition Planning

## Expected Schoolwide Learning Results Summit

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## True or False?

- Learning ASL hinders spoken English
- Learning ASL hinders written English
- ASL is a system of gestures
- ASL has its own grammar, rules, etc.
- ASL is broken English
- Deaf people know what is best for Deaf Education

# ASL = language?

- Sign language is acquired by young children in regular developmental stages.
- Sign language can break down as a result of strokes or other brain injuries.
- Despite strong visual nature, sign language is controlled primarily by the left side of the brain.
- Sign language is language and, at a basic neurological level, the brain knows it.

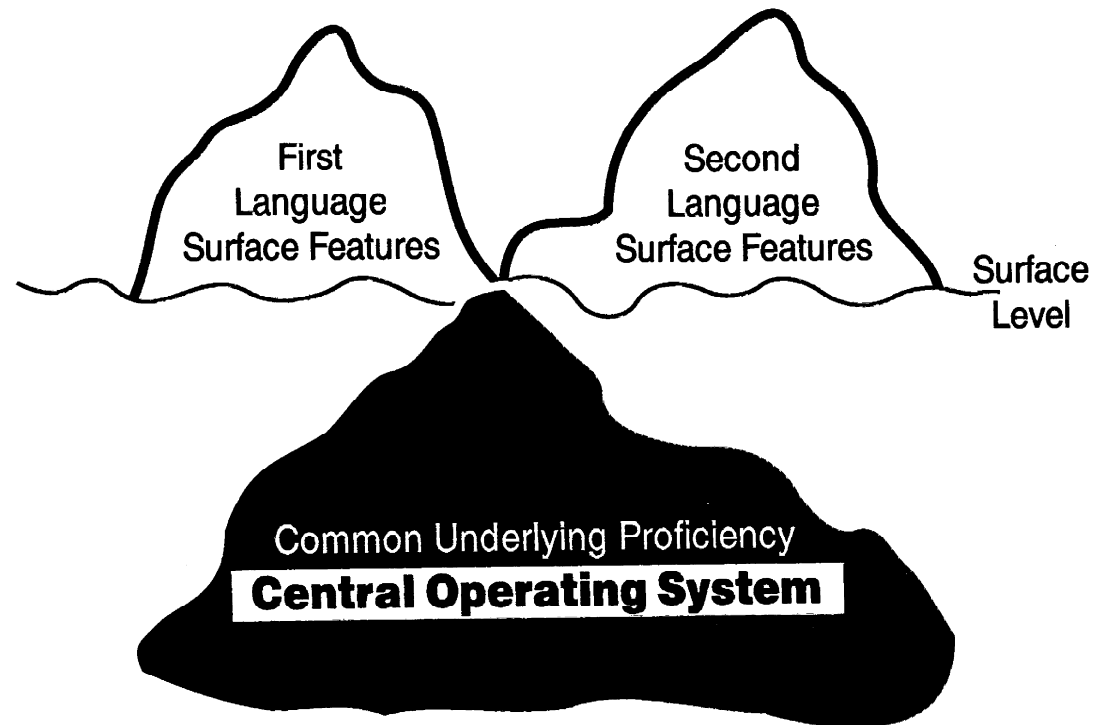
# Mini-Lesson



Il gatto è il nero ed ha quattro piedini.

# Cummins' Iceberg Analogy of “Common Underlying Proficiency”

**The two  
languages  
have a  
common  
knowledge  
base.**



# Current research shows:

**Cognitive and  
academic  
development in 1st  
language positively  
influences learning  
in the 2<sup>nd</sup> language.**

**If student learns a concept in ASL first,  
then that concept more easily  
transfers to English.**

# Language Acquisition *versus* Language Learning

- Language Acquisition
  - Acquire language through a subconscious process during which they are unaware of grammatical rules.
  - In order to acquire language, the learner needs a source of natural communication.
  - The emphasis is on the information content, not on the grammar.



# Language Acquisition *versus* Language Learning

- Language Learning
  - direct instruction in the rules of language (i.e. teachers)
  - not an age-appropriate activity for young learners
  - students have conscious knowledge of the new language and can talk about that knowledge



- «Scrunched eye brows/shrugged shoulders = ?
- «Open 5-handshapes with both hands
- «Palms oriented upward
- «Inside to outside lateral movement
- «Hands between hips and chest
- «“wh” movement of lips

# **Social and Academic Languages**

**The ability to use another language when there is very little context**

**Reading textbooks, novels without photos or pictures**

**Writing long compositions**

**Understanding a long presentation**

**Understanding new concepts**

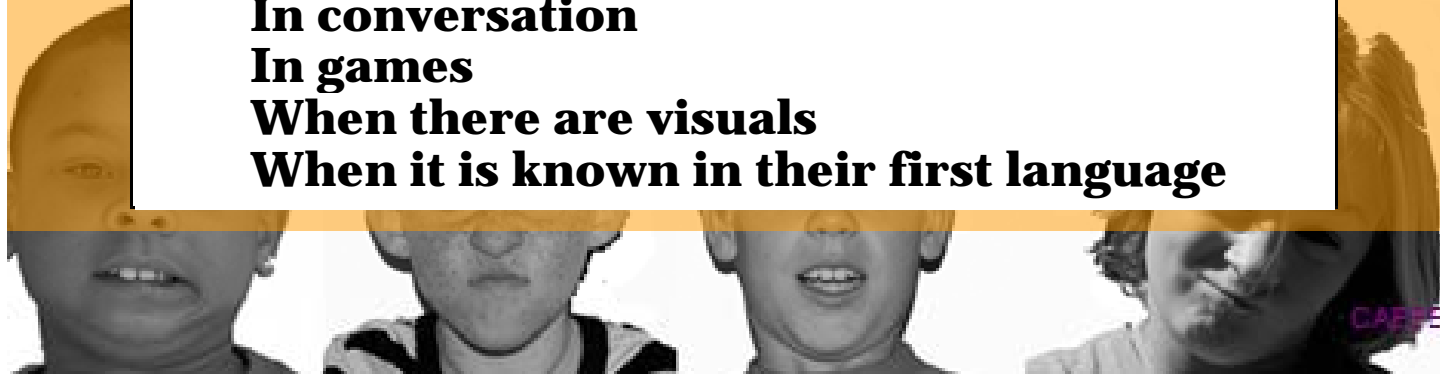
**The ability to speak another language when there is a lot of context**

**In conversation**

**In games**

**When there are visuals**

**When it is known in their first language**



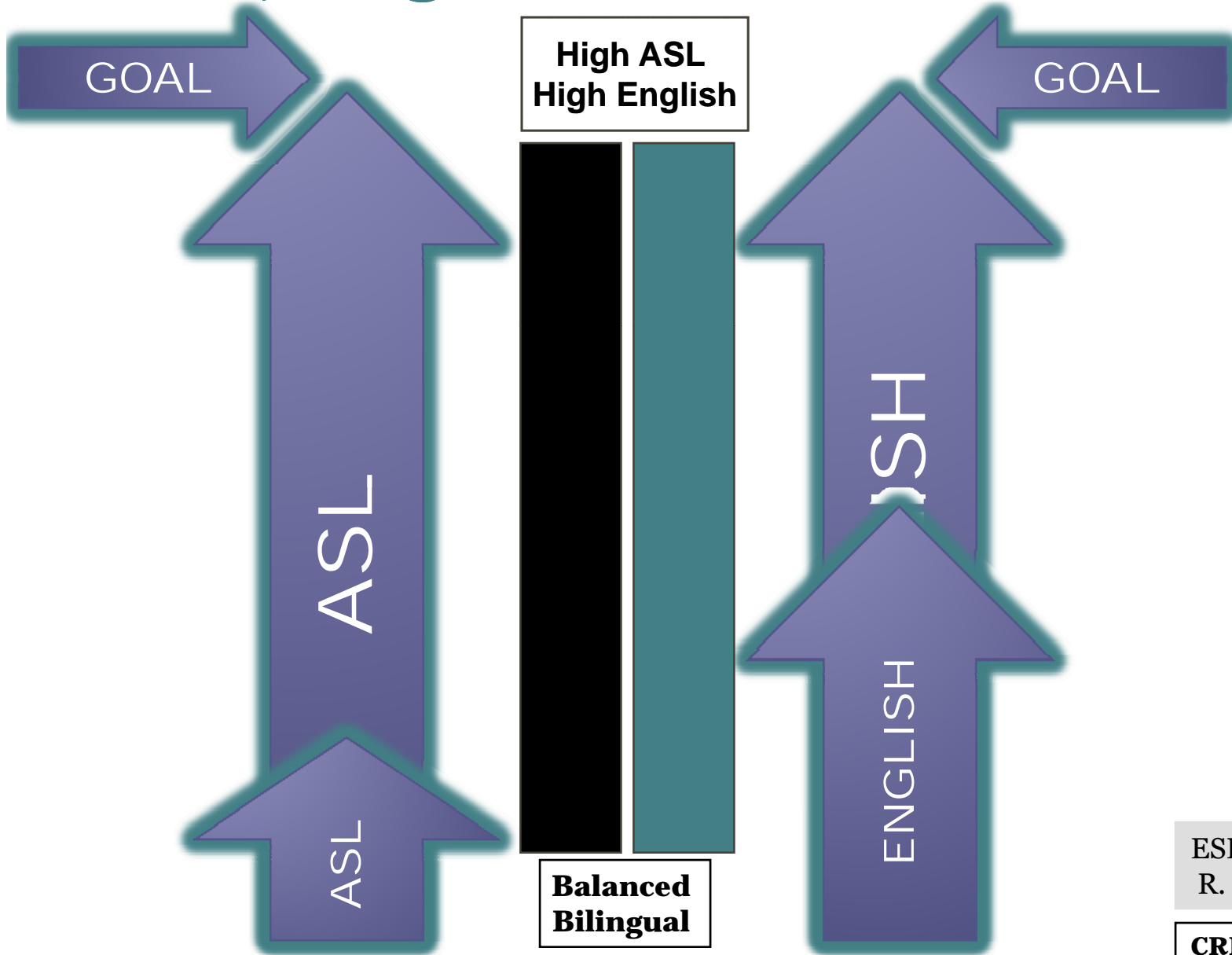
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# Review



Il gatto è il nero ed ha quattro piedini.

# Language of Instruction



ESLR Summit (2011):  
R. Osbrink & B. Hyde

**CREDIT: A.A. Eberwein**

# Acquisition Planning

- Acquisition planning concerns the **teaching** and **learning** of languages, whether **national** languages or **second** and **foreign** languages.



- Creating language spread by increasing the number of speakers and uses.

# Examples of Acquisition Planning

## HERE AT CSD:

- ASL and English materials
- ASL/Language Arts course offerings
- Structured opportunities for learning ASL grammar and proper use
- BICS/CALP training
- Bilingual Strategies Training
- Mentoring program for teachers

## IN GENERAL

- Intervention with parents
- Language learning in school
- Adult language classes
- Literacy



# All people involved in the child's life are Language Models

- See the bigger picture regardless of ASL knowledge & skills.
- All models are responsible for ASL/English acquisition
- Keep in mind the difference between social and academic languages, encourage practice in **both**
- Home, school, cottages- **have a plan**. Don't know enough, learn. Be a language model by being bilingual.
- Language transmits culture; without ASL, we cannot effectively teach Deaf culture.

## To think about...

- How could acquisition planning determine the child's success?
- What is the child's acquisition plan? Should it be detailed/outlined in the ESLRs?
- What particular skills should our students acquire/develop?
  - What skills should be made explicit?