

***English-Language Development:***  
**Deepening Understanding:**  
**Exploring the Connections Between Socio-Cultural**  
**Expectations and English-Language Development**

<b>Strands:</b>	<b><i>Listening</i></b>	<b><i>Speaking</i></b>	<b><i>Reading</i></b>	<b><i>Writing</i></b>
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**AFTER COMPLETING THIS ACTIVITY**

Students will demonstrate ***knowledge*** and ***skills*** that are consistent with an increased understanding and application of the concepts addressed in this activity.

***Students will demonstrate an understanding of:***

- How socio-cultural expectations within cultural communities influence language learning in young children who are English learners (*Standards 1 & 2*)\*

***Students will be able to:***

- Discuss the implications for their work of how aspects of cultural communities influence language learning in young children who are English learners (*Standards 1 & 2*)\*

\* See Appendix A

## ***English-Language Development:*** **Deepening Understanding:** **Exploring the Connections Between Socio-Cultural Expectations and English-Language Development**

### ***Before you start***

Ask students to find studies that explore the relationship of cultural-social expectations to English-language development among children who are English learners. Then ask them to discuss some important ways in which cultural communities influence English learners.

### **Deepening understanding**



Slide 2

To prepare for this exploration, some specific questions might be generated in class to guide this work. Here are some examples:

- What are the social expectations for young children who are English learners within various cultural communities?

A possible exploration of this might have to do with how children are expected to behave in their interactions with adults. For example, are they expected to be speakers or listeners?

- What cultural values are expressed in these expectations?

A possible exploration of this might relate to cultural values, such as individualism and collectivism.

Then ask each student to find one study or report that addresses the issues that have been identified in the class discussion. Ask each student to write a one-page paper that describes the findings of the study or report and then indicates some of the implications of this for work with young children who are English-language learners.