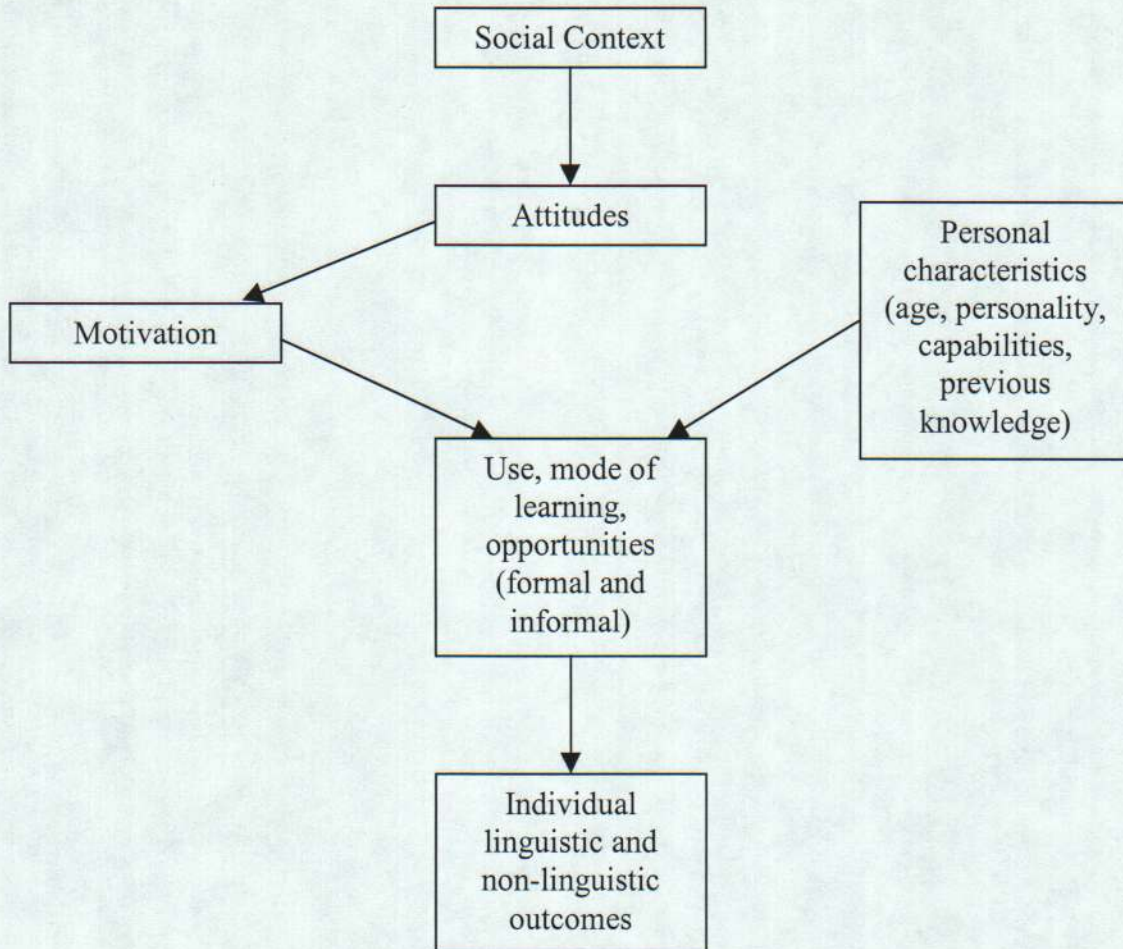


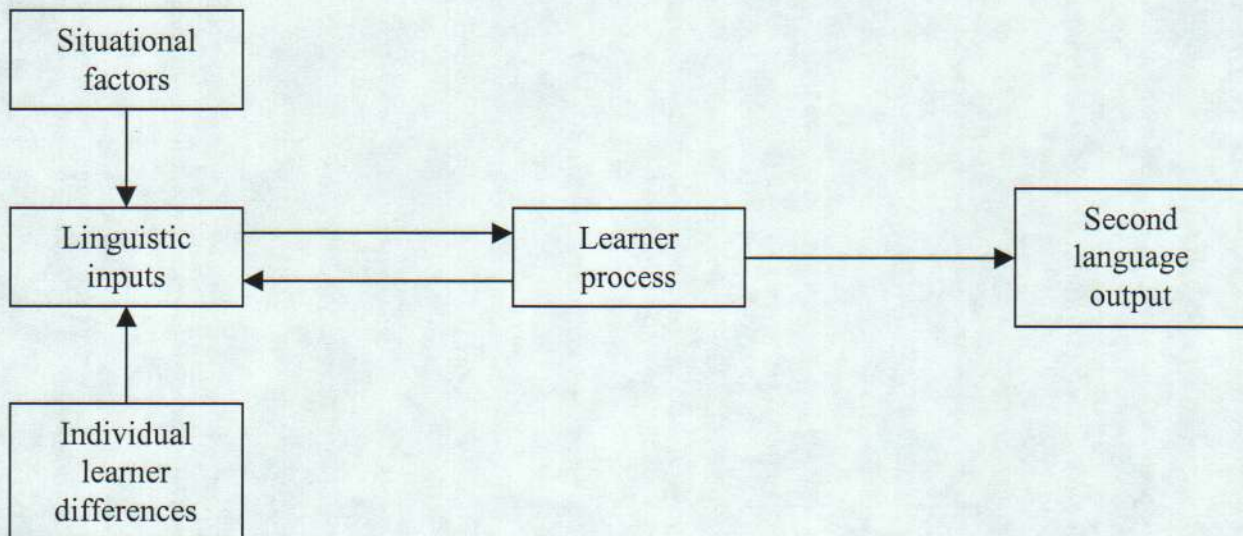
THEORIES OF LANGUAGE ACQUISITION

Colin Barker, *Foundations of Bilingual Education and Bilingualism* (Philadelphia: Multilingual Matters, Ltd., 1993), xvi+318 ISBN 1-85359-177-7.

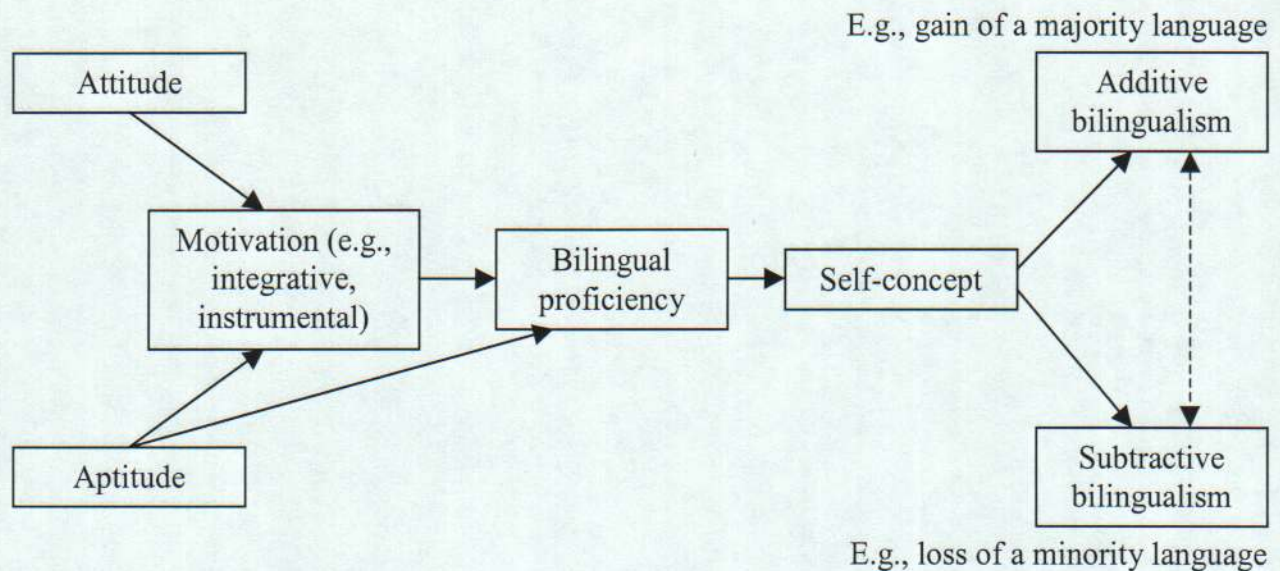
Page 84, Citing Ellis 1985



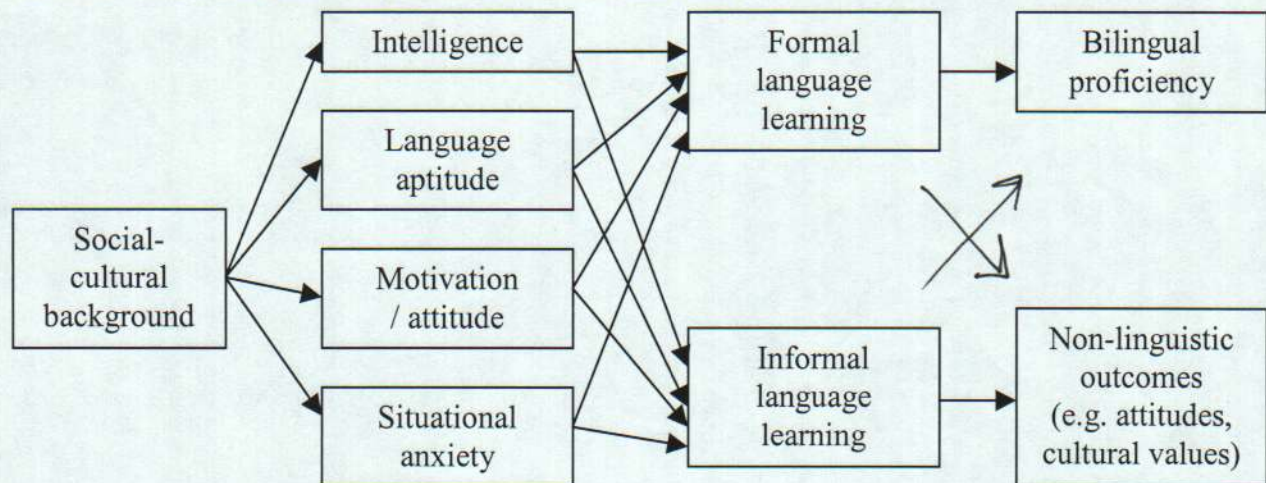
Page 85



Page 85, citing Lambert, 1974, a social-psychological theory



Page 85, citing Gardner, 1985, a social-educational theory



Page 187, More effective language teachers are those (quoting)...

- (1) having high expectations of their students.
- (2) displaying a sense of confidence in their ability to be successful...
- (3) communicating directions clearly, pacing lessons appropriately, involving students in discussions, monitoring students' progress, and providing immediate feedback.
- (4) using students native language for instructions, alternating between languages to ensure clarity and understanding but without translating.
- (5) integrating aspects of a student's home culture and values into classroom activity to build trust and self-esteem as well as promoting cultural diversity and cultural pluralism.
- (6) promoting a curriculum that has coherence, balance, breadth, relevance, progression and continuity.