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John Schumann's Acculturation  
Model describes the process by which  
immigrants pick up a new language

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while being completely immersed in that language. This theory doesn't deal with the process of language learning as we normally think of it (such as how we acquire grammar or listening skills), but rather focuses on social and psychological aspects that influence our success.

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Theory of mind can be an indicator of social and cognitive development. Without language acquisition, deaf children can become behind in theory of mind and the skills that coincide,

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which can lead to further social and emotional delays. Academic development. Second language acquisition is also highly affected by early language exposure.

*Language acquisition by deaf children*  
- *Wikipedia*

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In review, we have covered the following important theories for understanding second language acquisition. Stephen Krashen's silent period, in which the student remains silent until they are ready to speak, and his input hypothesis, which focuses on providing material

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language support at the student's level  
and slightly above.

*Theories of Second Language  
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Piaget's theory purports that  
children's language reflects the  
development of their logical thinking

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and reasoning skills in "periods" or stages, with each period having a specific name and age reference.

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Piaget's theory in a nutshell was that children begin the process of reading and language acquisition by first gathering sensory and motor information. This is information about the way things feel, taste, smell and

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look. Their motor skills information is how they move and handle objects in space.

*Learning Theories About Reading  
Development | The Classroom*

The semantic-cognitive theory is a perspective of language development

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Language Skills Theory To Practice Second Edition that emphasizes the interrelationship between language learning and cognition; that is, the meanings conveyed by a child's productions. Children demonstrate certain cognitive abilities as a corresponding language behavior emerges. (Bloom & Lahey, 1978).

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