



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 8: Language development 6.4 Piaget's cognitive theory of language development

Learning objective	Gain knowledge and understanding of language development
Lesson objectives	By the end of the lesson learners will be able to: • Explain the role of schemas in language development • Describe assimilation and accommodation • Describe language characteristics at the sensory motor and pre-operational stages
Vocabulary	Assimilation: incorporating new information into an existing schema, without changing the schema Accommodation: changing existing schema to incorporate new information. Symbolic thought: using words and images to represent objects and events in the world Egocentric: inability to see any point of view other than one's own Animism: belief that non-living objects can think, feel, and behave like living beings
Previous learning	Learners have studied key concepts, the biological explanation and learning theory of language development.

Plan

Activities		Resources
Beginning (5 mins)	Ask learners to discuss the starter question in pairs.	Assimilation and accommodation video: www.youtube.com/watch?v=EYbCE1udazw
Middle (50 mins)	• As a whole class, discuss responses to that starter question. Introduce the idea that language is acquired in stages, alongside changes in cognition. • Learners watch the short video until 1:50 to introduce the ideas of schemas, assimilation and accommodation. • Discuss responses to the video using the prompts. Share the definitions of the key terms and ask learners to add these to their glossaries / notes. • Introduce learners to the stages theory of cognitive development.	

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- Explain that age and stage are related. Learners can pair up and complete the observation task to explore sensorimotor stage language.
- Share the definitions of the key terms relating to the pre-operational stage and ask learners to add these to their glossaries / notes. Ask learners to apply their understanding of each term to the novel scenario.

End (5 mins)

Learners can complete an exit ticket which can be reviewed for assessment of learning.

Reflection and evaluation

Reflection:

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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