## HW 6.4 Variability in Learning a Language



| Learning Outcome | Pedagogical Intent | Student Position |
| :--- | :--- | :--- |
| Employ theories of | Teachers who understand variability and <br> acquisition of a primary <br> its appearance in language learning can <br> and new language in <br> instruction. | Students have learned about input and <br> interaction, which are teacher work. They will |
| Assessment: $\mathbf{5 0}$ pts. | and performances and proficiencies <br> required in task and their understanding <br> of individual learner difference to <br> pushthe language and literacy <br> development of their students | view two video segments to learn about <br> individual differences and proficiencies and <br> performances in the main topic of variability. |
| Due: Session 7 |  |  |

## Instructions

1. For this activity your will draw information from VS 8.1 (start at 4.26 and continue to end); VS 8.2 (begin at . 19 to 13.47) and review in Foundations for teaching English Language learners by Wayne Wrightpages 10-23 (Diversity of English Language learners) and pages 42-47 (Language for Academic Purposes).
2. Read the text, watch the video (VS $8.1 \&$ Vs 8.2 ) ), and look at the graphic of Spolsky's model. Then make a list of the individual characteristics of students, their social context and learning opportunities that make their progress as a second language learner vary from the progress of other second language learners?
3. Review your list and determine which you think from your experience are the most important to explore, notice or track? List those as categories or topics in the first row in the chart below following L2 (oral and written proficiency).
4. All the case studies are found here. If you teach K-3 read the cases of Iris and Diego. If you teach 4-6 read the cases of Luis Migel and Priscilla. If you teach 7-8 read the cases of Alejandro and Nickole. If you teach 9-12 read the cases of Meiko and Barbara.
5. As your read, underline text details that identify the individual differences and learning progress noted in the case that you think as a teacher might impact the rate of the particular student's second language learning and suggests to you how you might respond to improve the students' learning.
6. Record those details and judgements expressed in the text in the chart.


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