

LA 7.2 Readings about Variability



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of acquisition of a primary and new language in instruction.</p> <p>Assessment: 25 pts.</p> <p>TA: 45 Minutes</p>	<p>Teachers can use their understanding of variability among students to identify how to support learners as they acquire English as well as content.</p>	<p>Students have been studying an individual student in their own classroom setting. They will read to gain theoretical knowledge and share with one another so that, through negotiated meaning, they can develop a practical understanding of these principles and apply them to the students in their respective settings.</p>

Instructions

1. In expert groups as assigned by the facilitator, read one of the articles (linked below) and construct a visual to share with those who studied a different reading. (Each person in the expert group will need to prepare a copy of the visual.)
2. Join a jigsaw group to share your visual and teach the content.
3. Record a key idea from each presentation on the [worksheet provided](#).
4. With the facilitator, participate in a discussion of the Spolsky Model from the video which identifies key factors related to variability in second language learning. Record one or more ideas on the worksheet.

Readings:

- A. [Second Language Development in Children](#)
- B. [IC in Native American Classrooms](#)
- C. [Motivation](#)
- D. [Strategies](#)

E. [Age Differences](#)



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