

HW 3.2: Considering the Myths and Realities Concerning ELs

Reviewing the Relationship Between My Beliefs and the Myths about ELs



HOMEWORK

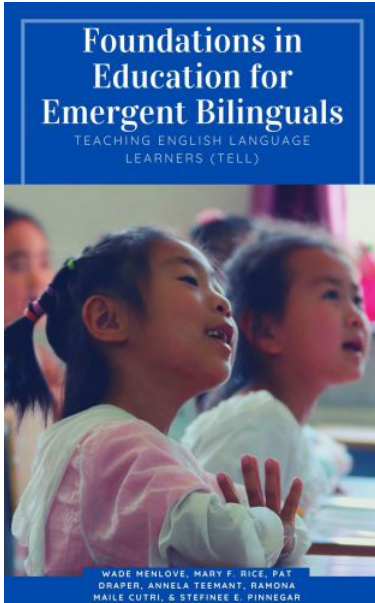
Learning Outcome	Pedagogical Intent	Student Position
<p>Identify your attitudes, assumptions, and beliefs and articulate how they impact your interaction with students.</p> <p>Identify the multiple factors impacting the school experience of language minority students, including cognitive/academic, social/affective and linguistic development issues.</p> <p>Assessment: 50 pts. Due: Session 4</p>	<p>Teachers can apply the Tools of the TELL materials to their work with EL students, enabling them to increase learning opportunities for students.</p>	<p>Having extensively explored the Inclusive Pedagogy characteristic of collaboration, students are positioned to begin exploring the characteristics of guiding principles and essential policy.</p> <p>In preparation for the next session, students read about principles of second language acquisition and the identification and assessment of language minority students.</p>

Instructions

1. Read the article titled [School Level Identification...](#) and [WIDA proficiency levels](#).
2. Read “Myths About Acquiring a Second Language” pages 17-27, and “Assessment Myths”, p. 47-69 in *Myths and Realities: Best Practices for Language Minority Students*.
3. In the space provided in the charts, write your own personal reactions to each of the myths, connecting them to your personal experiences. Click the [Response Charts](#) link and download it so that you can write on it.
4. Be prepared to share experiences during LA 6.3.

Note: Give particular attention to the five key ideas from Collier’s

synthesis of second language acquisition research provided with the discussion of SLA Myth #5 on page 23-24. This information will also be needed during LA 7.2.



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from https://edtechbooks.org/bilingual_education