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

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.

©