

## Segment 1: The Affective Filter Process

The Affective Filter hypothesis embodies Stephen Krashen's view that a number of “affective variables” play a role in second language acquisition.

These variables include motivation, self-confidence, and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

Low motivation, low self-esteem, and high anxiety can combine to “raise” the affective filter and form a “mental block” that prevents comprehensible input from being used for acquisition. In other words, when the filter is up, it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place. The student needs to also receive messages that are comprehensible in order to acquire new knowledge.

## Segment 2: Using Graphic Organizers with ELL Students in Math

In this video, the teacher uses a graphic organizer before his students complete the math assignment.

**Teacher:** Now let's go and actually do some math. So Mr. Jimenez is passing out a graphic organizer. It's a simple graphic organizer, but it's gonna help us answer our problems that we started with. It's gonna help us organize our thoughts so that it's not all just scrambled thrown around.

**Teacher:** And on the top is the UT problem that we talked about at the beginning. That was what we started with. Now we're going to come around, and we're going to see if we can answer it. Okay. So we have just four steps here to help us solve it.

The first step says, “Identify Important Information.” What do you need to know to solve the problem? Look at that problem, read it again, underline a couple things that you think are important, and then we'll share.

All right, once you're done, just wait there. Marco, what was something that you found important?

**Student 1:** The shadow of the tower.

**Teacher:** All right, shadow of tower. Well, how long was the shadow.

**Student 1:** It was 575.625 feet long.

**Teacher:** 575 point—

**Student 1:** 625.

**Teacher:** 625. Good. Carlos, did you find something important?

**Student 2:** Yeah. That Mr. Noriega is six feet tall.

**Teacher:** All right. Mr. Noriega is six feet. Any last piece of information we might need, Ms. Tabitha?

**Student 3:** Mr. Noriega's shadow is 11.25 feet long.

**Teacher:** All right, 11.25. Now what we're going to do is take that information and kind of help us visualize it, you know, help you see the problem. So, on this second box what I want you guys to do is just draw a picture, draw a diagram using the information that you have.

**Student 3:** Okay.

**Teacher:** So you can draw the height of the UT Tower, and then the shadow, and then draw a little Mr. Noriega there with his shadow.

## Segment 3: Using Sentence Stems and Paragraph Frames in Mathematics

Review the video to see how the teacher prompts students to speak and write in complete sentences.

**Teacher:** For your exit ticket, and I'll pass one out, everybody should have one. We're gonna use a sentence stem. So I want you to look up here, and this is what you're gonna write. "To solve a problem using similar triangles you first"—and then you're gonna write what you did first.

Finish that sentence. "Then you"—what did you do after? Finish that sentence. "Finally, you"—and what was the final step that you did to solve that? So, using the sentence stem as a guide, go ahead and complete them to help you put your thoughts on paper. And you can hand this to me on your way out.

**Teacher:** And reflect back to what you did. And maybe your steps might have been a little different than mine. It's okay. What did you do? What helped you? Did you draw the problem? Did you draw the picture first? Did you set up the proportion first? What was your thought process behind solving these problems?

**Teacher:** Ms. Kathleen? Do you want to share with us your exit ticket?

**Student:** Okay. Okay. To solve a problem using similar triangles, I looked at the important information and wrote it down. Then, I drew a picture and wrote a proportion. And then, finally, I solved my proportion.

**Teacher:** Very good. Thank you, ma'am.