

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 Sentence Stems and Paragraph Frames in Science

In this video the teacher is accessing the content and language objectives through the use of a paragraph frame.

Instructor: Now, our final activity is our exit tickets. I am going to give you a short paragraph about what you learned today. And once you get your paper, go ahead and write your name and the date on it. You have a paragraph. Okay, your paragraph has blanks. At the bottom of your—underneath your paragraphs, you have a word bank. Your exit ticket is to use the word bank to make—to help you complete the paragraphs about what you learned today, okay? And what do you notice about the word “sediments”? Christina?

Female: It has two little stars.

Instructor: It has two little stars. At the bottom, it says the word “sediment” can be used more than once, okay? All right? Are there any questions? Now, I want to see how much you learned from—from today. So this is gonna be individual work, okay? If you need to, you can refer to your science journal or your notes, or think about what you did in the—today in science, okay?

Female: Today during science, I have discovered that Earth’s surface can be changed by wind, water, and ice. Wind affects the Earth’s surface—of the Earth by moving sediments from one place to another. Water affects the Earth’s surface by moving sediments from one place to another. The larger sediments are denser than the smaller sediments; therefore, the larger sediments fall along the river before the smaller sediments. The ice changes the Earth’s surface by tearing and building up the land. The ice, or glacier, picks up the sediments and moves it to a new location. The wind, water and ice causes weathering, erosion and the position of the Earth’s surface.

Instructor: Good job. Thank you.

Segment 3: Students Using Discussion Norms in Class

When you’re teaching science and helping ELLs develop English, structured discussions are priceless.

In order to create a positive affective learning environment, teachers set high expectations for achievement and provide opportunities for equal and active participation. Science discussions provide language support for students learning English. Along with instruction that is culturally responsive, class discussions establish a positive, friendly classroom.