We already discussed the use of the comma here so won’t repeat it.
What is the Affective Filter?

The Affective Filter is Stephen Krashen’s theory that there is a filter that can prevent an ELL from learning English.

If a student has a High Affective Filter it will be difficult for them to learn a second language. While if they have a Low Affective Filter it will become easier for them to do so.

A high affective filter will prevent individuals from being comfortable enough to learn or acquire a second language. This filter emerges because of stress, anxiety, doubt, and a lack of confidence. In essence the Affective Filter is caused by environmental factors such as a stressful learning environment (i.e. too much instructional error correction, a strong focus upon pronunciation and form, or being humiliated amongst one’s peers.).

In order to help lower the Affective Filter it is important to do 3 things for the student:

1. Create a comfortable learning environment for the students.
2. MODEL the correct grammar rather than point out the “bad” that the student is doing.
3. Focus on lesson upon MEANINGFUL communication.

A Brief Description of Second Language Acquisition

*By Dr. Kathy Escamilla & Elizabeth Grassi*


Brown pg. 279

*Good use of supporting documents.*
Impacts of the Affective Filter

High Affective Filter
- Stress
- Anxiety
- Anxiousness
- Self Doubt
- Lack of Confidence

Low Affective Filter
- Comfortable learning environment
- Confident in own ability
- Learning Meaningful communication
- The desire to learn

Information carries over from the previous slide.

*Technically you should make sure to get consistency in your lists, e.g., all caps or first cap and then lower or all lower case items. But I’m not going to score you down for that.*
What is Integration?

Integration is the use of the native language (L1), along with English (L2) in order to achieve the goal of English Proficiency.

Goes beyond the debate of “English Only Immersion” and various Bilingual education models.

As educators, we need to move beyond this polarization, which is in its essence, a political debate. In actuality, these two sides have the same goal: English proficiency for success in the school and the workforce. To achieve this goal, educators must look at what specific methodologies are working within each model and create curriculum that integrates these methodologies into an educational model that creates successful English speakers.
What is Immersion?

Immersion is the practice of placing students into a language setting that is not their own in order for them to learn a particular language.

Provides no structured support for second language learning
Assumes that some, possibly most, students will fail if they don't learn English fast enough
Tends to “blame the victim”
Sets aside time for direct teaching of English skills using second-language methodology
Preferably intensive but often inadequate

http://coe.sdsu.edu/people/jmora/ModelsBE/Default.htm

Love your graphic!!
Immersion is a form of mainstream instruction.

**English Only Immersion “Sink or Swim”**
Provides no structured support for second language learning
Assumes that some, possibly most, students will fail if they don’t learn English fast enough
Tends to “blame the victim”
Sets aside time for direct teaching of English skills using second-language methodology
Preferably intensive but often inadequate
http://coe.sdsu.edu/people/jmora/ModelsBE/Default.htm

**Stand Alone Programs: “Pull-Out ESL” and “Resource Centers”**
These are programs that operate for LEP students who are taken from their regular classroom and are placed in an environment where their particular English needs can be addressed according to what works best for them.
As we have discussed, “Pull-Out” is generally used in an Elementary school setting. Often times the same language group of students are lumped together. Depending on the district and its resources the teacher may or may not be trained in ESL.
The “Resource Center” is similar to the “Pull-Out” program however students are pulled from several classes, or in some instances, several schools. In these types of programs the staff has access to a wider range of materials which in turn allows for a greater array of experiences and instruction. These centers are often staffed by a full-time ESL teacher as well as other support personnel.
History of Integration

• During the 19th century bilingualism was the norm in the United States.

• During this time language policy focused upon the language of the local community.

Midwestern schools offered instruction in part or totally in German or French in Louisiana and Spanish in New Mexico. These were the first forms of bilingual education. During the upper elementary grades English was slowly brought in.

The beginning of anti-bilingualism

- WWI, WWII and McCarthyism lead to an end of early bilingualism.
- During the 1990s and early 2000s various propositions funded by Unz have continued this trend of anti-bilingualism movements.

However during the 1880s and early 1900s with anti-German sentiment during WWI there was a surge of “Americanization”. This only grew stronger following WWII. With the practice of McCarthyism surging, bilingualism began to whither greatly.

Buxton and Escamilla, 2000

*Possibly you meant to use present tense for effect but in that case both items should have present tense and not one past and one present.*
Supporters of “English Only” Immersion

• “If people had wanted to remain immersed in their old culture, they could have done so without coming to America. . . . Bilingualism keeps people actively tied to their old language and habits and maximizes the cost of the transition to becoming American. The only viable alternative for the American underclass is American civilization. Without English as a common language, there is no such civilization.” —Gingrich

Many people such as the above mentioned Newt Gingrich believe that by “immersing” immigrant/emigrant and refugee children in English is vital to keeping the American “tradition/civilization” alive. Although this may be a valid point for some, what one MUST remember when thinking about people coming from different countries is that they are leaving under hard-ships and peril, and that the reason they come to America for safety and refuge. It is thinking such as this that raises one’s “affective filter” tremendously and makes it more difficult for them to acculturate into our society. I myself agree that it is necessary for those who come over to the United States to learn English. HOWEVER…their doing so should be at a reasonable pace that allows them to pick it up in a way makes them feel welcomed to our nation.

People such as Gingrich should focus upon our heritage of being a “melting pot” and remember the inscription upon the base of the Statue of Liberty, which represents our once proud notion of helping out the needy. We must allow ELLs to feel welcomed NOT threatened.

"Give me your tired, your poor, your huddled masses yearning to breathe free, The wretched refuse of your teeming shore, Send these, the homeless, tempest-tossed, to me: I lift my lamp beside the golden door."

http://www.pdkintl.org/kappan/krot9805.htm

Although I agree with your sentiments, not all people come to America for safety and refuge.
Laws of English Only Immersion

- Ron Unz
- Proposition 203 in Arizona 1998
- Proposition 227 in California 2000
- Arizona, California and Massachusetts are the leaders of English Only Immersion laws.

Ron Unz

Proposition 227 in California 1998
Proposition 203 in Arizona 2000

California, Arizona, and Massachusetts

Prop 227
http://www.azstarnet.com/bilingual/1111901.html
http://ourworld.compuserve.com/homepages/JWCRAWFORD/echar.htm
http://primary98.ss.ca.gov/VoterGuide/Propositions/227.htm
http://www.studydog.com/ell.asp
What are the potential effects of "English Only" Immersion?

- Deculturation
- Segregation
- Misplacement
- Isolation
- Paltry Outcomes

“English Only” campaigns have the potential to lead to the above problems. Through it we are creating a society of children who believe that their culture is unacceptable and one that does not contain worth.

Verdict Still out on English Only
The BALANCED VIEW
The best schools incorporate...

- Inclusion
- Enrichment
- Flexibility
- Transitional Bilingual Education (TBE)

The Best Schools include Inclusion, Enrichment, Flexibility.

TBE provides students with English Language instruction and academic instruction in their native language for some portion of the day. Developmental Bilingual Education aims to preserve the students’ native language skills while mastering English. The goal is fluency in both languages.

http://www.sharingsuccess.org/code/bv/bebv.html

I like that you have used a mixture of research and resources from articles, books, and internet.
Four Myths of Second Language Education
Myth #1: Immersion Works for Everyone

- Immigrants historically prospered without special programs.
- Schools successfully weaned students from their native languages by immersing them in English.

Literacy Instruction for Students Acquiring English: Moving Beyond the Immersion Debate. Flood, 1997
Research has demonstrated...

- Bilingualism was an accepted fact of life among early immigrant Americans. New arrivals strived to preserve their heritage by preserving their Native Language.
- Europeans established schools in the New World that provided instruction in native languages.

Bilingual Education the Controversy
Reading Packet pg. 26

Literacy Instruction for Students Acquiring English: Moving Beyond the Immersion Debate. Flood, 1997
Myth #2: Native language programs are detrimental to literacy growth

- Native language programs are detrimental to literacy growth.
- Students in Bilingual programs do not learn English.
- They never do well enough in academic subjects to join the mainstream.

Literacy Instruction for Students Acquiring English: Moving Beyond the Immersion Debate. Flood, 1997

Juxtaposing the myths and what the research says is an excellent tactic.
However…

- Research has found that children who participate in properly designed bilingual programs reach satisfactory ends of competence in all academic areas.
- Moreover, integration students avoid cognitive confusion and achievement lags in their school performance.

Literacy Instruction for Students Acquiring English: Moving Beyond the Immersion Debate. Flood, 1997
Myth #3:

- The sooner students are transferred out of native language instruction the better

Literacy Instruction for Students Acquiring English: Moving Beyond the Immersion Debate. Flood, 1997
Research suggests:

- It takes students longer to acquire English when there is less native language support.
- Policy makers mistakenly believe that the first and only thing that large minority students must do is learn English.

Postponing the teaching of academics until students develop the academic proficiency in English they need to learn subject content does not appear educationally worthwhile. It has shown to take students longer to acquire English when they have less support in their native language.

Literacy Instruction for Students Acquiring English: Moving Beyond the Immersion Debate. Flood, 1997

*Do you mean big guys or do you mean “language minority”?*
Myth #4:

- Teaching children to read in their native language hinders their learning to read in English.

Literacy Instruction for Students Acquiring English: Moving Beyond the Immersion Debate. Flood, 1997
Empirical evidence has shown that children who are dominant in a language other than English acquire academic language and literacy skills rapidly and better in both the native language and English when they attain literacy proficiency in the first language. The linguistic interdependence principle asserts that certain processes are basic to reading and that once learned they can be applied to reading any or almost any language. Therefore children who learn to read in their native language need not totally relearn to read in English, because students apply many of the skills and strategies they acquired to read in their native language to reading in English.

For more than 25 years, the debate over how best to develop English proficiency in non-English speakers has been based on political sentiment and controversy, never clearly focusing on the pedagogical issues of how to best serve our students. Rather than focusing upon the cost of paying for ESL programs, we should be focusing upon what is best for the students.

After all, they are the ones who are affected the most by our decisions.

Literacy Instruction for Students Acquiring English: Moving Beyond the Immersion Debate. Flood, 1997
<table>
<thead>
<tr>
<th>Area</th>
<th>Total Possible</th>
<th>Score and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensiveness of topic coverage</td>
<td>100</td>
<td>100 points. You did a good job covering a complex political issue and its various methodological implications.</td>
</tr>
<tr>
<td>Grammar &amp; spelling</td>
<td>50</td>
<td>41 points. There are three spelling/grammar errors in your slides and six in your bibliography.</td>
</tr>
<tr>
<td>Contribution to group process</td>
<td>50</td>
<td>50 points. You both contributed to the presentation and to the preparation of your presentation.</td>
</tr>
<tr>
<td>Clarity, comprehensiveness of notes &amp; bibliography</td>
<td>100</td>
<td>100 points. You made good use of a variety of sources</td>
</tr>
<tr>
<td>Total Score</td>
<td>291 out of 300</td>
<td></td>
</tr>
</tbody>
</table>