

Adapting Tools to Measure Students' Affective Filter for the Dual-Immersion Context

by

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Introduction

In our increasingly globalized world every teacher is a language teacher. Whether teaching English, a foreign language, or academic language within another content area, developing language is essential for students to access content knowledge as well as express their thoughts and insights. Every teacher can benefit from better understanding the process of language learning.

One prominent language learning theory, The Affective Filter Theory, was posited by Stephen D. Krashen in 1985. This theory has greatly influenced subsequent research done in the field of language learning. The Affective Filter Theory explains that language learners presented with comprehensible input, information they are intellectually ready to understand and learn, may still experience language learning difficulties due to affective factors such as high anxiety or low motivation. These affective factors as well as self-esteem and the ability to imagine oneself as part of the target language community make up the Affective Filter. Wayne E. Wright, the Associate Dean for Research, Graduate Programs, and Faculty Development at Purdue University, claims that in light of Krashen's Theory, "a major goal in language teaching and learning is to 'lower' the affective filter to maximize comprehensible input thus increasing the amount of progress students are able to make in language learning" (2015, p.52). This project addresses the question *What tools can support educators in measuring students' affective filter?* If educators can measure a student's affective filter, they should be able to choose instructional strategies that will help them meet the goal Wright proposed.

The Resource Guide presented here is designed to help teachers meet this goal. Specifically, it is designed to help dual language elementary teachers assess the strength of third through fifth grade students' affective filter, identify its strongest components, and plan instructional strategies which can lower the affective filter and, as a result, improve student progress towards target language proficiency.

The survey measures two of the key affective factors: language learner motivation and language learner anxiety. R.C. Gardner, a professor and researcher in the ESL field, defined Language Learner Motivation as “the learner’s desires, attitudes, and efforts put forth to learn the target language” (as cited by Knell & Chi, 2012, p. 68). The more highly motivated a learner is the more language they will acquire (Bernaus et al., 2007; Dörnyei, 2001; Gardner, 1985; Zhu & Zhou, 2012). Language learner anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz, Horwitz & Cope, 1986, p. 128). If a student experiences high levels of language learner anxiety they are less likely to efficiently acquire the target language (Bernaus et al., 2007; Elkhafafi, 2005; Knell & Chi, 2012; Sadiq, 2017). By measuring the strength of these affective factors in their students, educators can make informed instructional decisions to lower students’ affective filters.

Design Framework and Standards

This Resource Guide is specifically designed for use in a dual immersion elementary school in an urban school district in Minnesota. It is compatible with the 2011 Understanding by Design Framework (UbD) developed by Jay Mctighe and Grant

Wiggins as well as the 2007 World-class Instructional Design and Assessment Consortium English Language Proficiency Standards Framework (WIDA).

The UbD framework, developed by Mctighe and Wiggins, emphasizes a backward design process in which teachers identify the long-term desired results and student learning outcomes, determine what evidence will be collected to assess student progress towards these outcomes, and plan specific learning experiences and instruction to guide students' towards these outcomes (2011). This Language learning resource guide follows this framework. The long-term desired goal for language teachers is to lower learners' Affective Filter so that they can better meet grade level academic standards and progress towards target language proficiency. The Affective Filter and its components can be initially measured using the surveys presented in this guide. Teachers can then use this information to plan instruction and learning opportunities for students that will maximize student growth.

Furthermore, this resource guide is compatible with the WIDA standards framework. Minnesota is part of the WIDA Consortium which has developed standards for both English Language Development (ELD) and Spanish Language Development (SLD). Although only the ELD standards have been officially adopted by the state, the SLD standards follow the same framework and are a useful guide for two-way dual language immersion programs. Both the ELD and SLD standards define the long-term desired proficiency results for language learners in content classrooms. Standards address learner needs in the areas of social and instructional language, as well as the language of mathematics, language arts, science and social studies (see Appendix A). They further define how students should be able to interact with these various types of language

depending on the modality of communication and the students' proficiency level (see Appendix B). Finally, the WIDA framework provides teachers with examples of appropriate learner supports to scaffold instruction (see Appendix C). The surveys and suggested instructional activities presented in this resource guide should be used in conjunction with content curriculum materials and the WIDA framework.

Affective Filter Survey Descriptions and Development Process

The surveys included in this Resource Guide have been adapted from Gardner's 1985 Attitude Motivation Test Battery (AMTB) and Horwitz, Horwitz and Cope's 1986 Foreign Language Anxiety Scale (FLCAS). Sandoval-Pineda's work provided a guide for the adaptation process (2011). The original AMTB consisted of nineteen subtests that measured various aspects of a language learners affective filter. Of these nineteen subtests, three specifically addressed language learner motivation. From these three subtests, fifteen items were selected, modified for the elementary context and included an English pilot survey. The FLCAS contained thirty-three items which measured language learner anxiety. Fifteen of these items were also selected, modified and included in the English pilot survey. All thirty of these items were translated to Spanish for the Spanish pilot survey. The motivation and anxiety items were combined in a random order to create one composite pilot survey.

To determine content validity, the pilot surveys were distributed to ten elementary level educators who currently work with language learners. These educators were asked to determine the purpose of each item. Was the item intended to measure motivation, anxiety, both, or neither? Finally, they were asked to provide some general open-ended feedback about the survey. After analyzing educator feedback, ten items were selected to

measure each of the affective factors. Each of the selected items was correctly identified by at least eight of the ten educators as measuring the intended construct. Eliminated items lacked content validity or were not culturally or developmentally appropriate for the target student group. The selected items were compiled to create the final versions of the surveys. Each survey consists of twenty items.

The surveys require students to respond to each item using a five-point likert scale. This is consistent with the original FLCAS, but differs from the original AMTB. A five-point scale was chosen because it is more appropriate for younger students than a seven-point likert scale. A four-point likert scale was also considered. However, research conducted by Adelson and McCoach in 2010 confirms that students in grades three through five are able to discriminate among five response options.

Affective Filter Survey Administration

The goal of the Two-way Dual Language Immersion program is “for students to emerge fully bilingual and biliterate in both English and Spanish.” Students begin Kindergarten receiving all of their language and content instruction in Spanish. Each year, more English instruction is added. By fifth grade students receive fifty percent of their daily instruction in Spanish and fifty percent of their instruction in English. In the specific context for which this survey was designed, students in grades three through five receive English Language Arts, Reading, and Writing instruction in English. Science, Social Studies and Spanish Language Arts are taught in Spanish. This occurs irrespective of a student’s native language.

The English Affective Filter Survey was designed for native English speakers who are learning in Spanish. It may be administered during one of the Spanish

instructional times (i.e. Science, Social Studies, or Spanish Language Arts). To avoid singling out this group of students from native Spanish speakers, all students in the class should take the survey. However, the native Spanish speaker surveys need not be scored.

The Spanish Affective Filter Survey was designed for native Spanish speakers who are learning in English. It may be administered during one of the English instructional times (i.e. Language Arts, Reading, or Writing). Again, to avoid isolating native speakers of one language from those of another, all students should take this survey. However, the native English speaker surveys need not be scored.

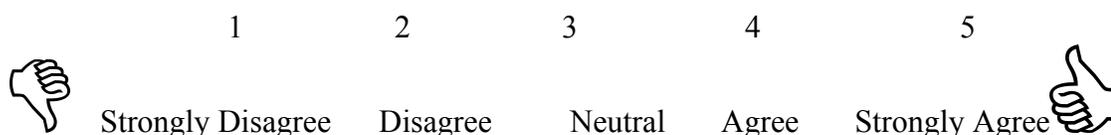
As was recommended by Gardner in his AMTB Technical Report, students can take this assessment in groups, but they should be spread out around the room, and the testing environment should be free from distractions (1985). The instructions for the survey should be read out loud to students. If they have any questions about the survey instructions or the sample question, the survey administrator should address them before students begin responding to the survey items. There is no time limit for completion of either survey.

English Affective Filter Survey

A synthesized adaptation of the Attitude/Motivation Test Battery and the Foreign Language Classroom Anxiety Scale

Instructions: Read each statement below. For each statement share whether you agree or disagree by circling one of the phrases. These are all statements of opinion and there are no right or wrong answers.

(EXAMPLE) Football is better than basketball.

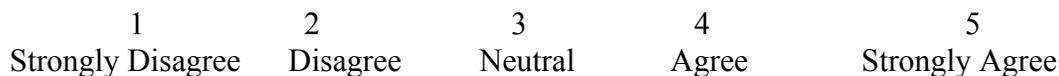


To answering the question above, you should have circled the option that tells your opinion about whether or not football is better than basketball. Some people will have circled *Strongly Agree* while others will have circled *Strongly Disagree*. There is no right or wrong answer. What is important is that you tell how you feel about each statement. Please take your time and respond to all of the statements as best as you can.

1. Learning Spanish is really great.



2. I usually speak Spanish at recess.



3. I try to understand all the Spanish I see and hear.



4. I am more nervous in Spanish classes than in English classes.



5. I think other students are better at Speaking Spanish than I am.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. I am afraid other students will laugh at me when I speak in Spanish.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. If it were up to me, I would spend all of my time learning Spanish.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. My Spanish classes are my favorite classes.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9. I sometimes feel embarrassed when I have to answer questions in Spanish.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

10. In Spanish classes I sometimes get so nervous I forget things I know.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

11. I work really hard to learn Spanish.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

12. When I'm learning Spanish, I ignore distractions and pay attention to my work.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

13. I feel nervous when I have to speak in Spanish.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

14. I want to learn Spanish so well that it will become natural to me.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

15. I feel anxious when I don't understand what the teacher is saying in Spanish.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

16. I sometimes freeze when I am called on in Spanish classes.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

17. Learning Spanish is boring.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

18. I worry about making mistakes in Spanish.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

19. I wish I could read newspapers, magazines, and books in Spanish.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

20. I feel comfortable when I speak in Spanish.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Spanish Affective Filter Survey

A synthesized adaptation of the Attitude/Motivation Test Battery and the Foreign Language Classroom Anxiety Scale

Instrucciones: Lee cada oración abajo. Indica si estás de acuerdo con la oración o no. Encierre una de las frases de opinión. No hay respuesta correctas ni incorrectas.

(EJEMPLO) Fútbol es mejor que baloncesto.

1	2	3	4	5
				
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

Para responder la frase arriba indicada deberías haber circulado la opción que muestra tu opinión acerca si fútbol es mejor que baloncesto o no. Algunos habrían circulado *En total acuerdo* mientras otras habrían circulado *En total desacuerdo*. No hay una respuesta correcta ni una incorrecta. Lo importante es que muestras cómo te sientes sobre cada frase. Por favor, toma tu tiempo y responde a cada frase lo mejor que puedas.

1. Aprender inglés es fabuloso.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

2. Normalmente hablo inglés durante el recreo.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

3. Pongo mucha atención para tratar de entender todo el inglés que veo y escucho.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

4. Estoy más nervioso/a en clases de inglés que clases de español.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

5. Pienso que otros estudiantes hablan el inglés mejor que yo.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

6. Estoy preocupado/a que otros estudiantes me van a reír cuando hablo en inglés.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

7. Si fuera por mi, me pasaría todo el tiempo aprendiendo inglés.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

8. Las clases en español son mis favoritas.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

9. A veces tengo vergüenza cuando tengo que responder en inglés.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

10. En las clases en inglés, a veces estoy tan nervioso/a que se me olvida lo que sé.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

11. Realmente trabajo duro en aprender inglés.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

12. Cuando estoy estudiando inglés, ignoro las distracciones y le pongo atención a mi trabajo.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

13. Siento nervioso/a cuando tengo que hablar en inglés.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

14. Quiero aprender el inglés tan bien hasta que parezca mi lengua materna.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

15. Siento ansioso/a cuando no entiendo lo que está diciendo mi maestro/a en inglés.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

16. A veces siento paralizado/a cuando me llama para responder en inglés.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

17. Aprender inglés es muy aburrido.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

18. Preocupo en equivocarme cuando estoy hablando inglés.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

19. Me gustaría poder leer periódicos, revistas y libros en inglés.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

20. Siento muy cómodo/a cuando hablo inglés.

1	2	3	4	5
En total desacuerdo	En desacuerdo	Neutral	De acuerdo	En total acuerdo

Scoring the Survey

Each item on the Survey is worth up to five points. For each of the ten items that measure motivation one point is awarded for the response that indicates the highest motivation, and five points are awarded to a response that indicates low motivation. This yields a composite motivation score between ten and fifty. Ten indicates high motivation, and fifty indicates low motivation. For the items that measure anxiety, one point is awarded to a response that indicates low anxiety, and five points are given for a score that indicates high anxiety. This yields a composite anxiety score between ten and fifty. Ten indicates low anxiety, and fifty indicates high anxiety. When the two scores are added together the composite survey score for each language learner will be between twenty and one hundred. A score of twenty indicates a weak Affective Filter whereas a score of one hundred indicates a strong Affective Filter. A scoring sheet is included below to help score students' responses.

Scoring Sheet/ Formulario de Puntuación**Student Name/ Nombre el estudiante:** _____1. Learning Spanish is really great. *Aprender inglés es fabuloso.*

5 4 3 2 1

Strongly Disagree Disagree Neutral Agree Strongly Agree

2. I usually speak Spanish at recess. *Normalmente hablo inglés durante el recreo.*

5 4 3 2 1

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. I try to understand all the Spanish I see and hear. *Pongo mucha atención para tratar de entender todo el inglés que veo y escucho.*

5 4 3 2 1

Strongly Disagree Disagree Neutral Agree Strongly Agree

4. I am more nervous in Spanish classes than in English classes. *Estoy más nervioso/a en clases de inglés que clases de español.*

1 2 3 4 5

Strongly Disagree Disagree Neutral Agree Strongly Agree

5. I think other students are better at Speaking Spanish than I am. *Pienso que otros estudiantes hablan el inglés mejor que yo.*

1 2 3 4 5

Strongly Disagree Disagree Neutral Agree Strongly Agree

6. I am afraid other students will laugh at me when I speak in Spanish. *Estoy preocupado/a que otros estudiantes me van a reír cuando hablo en inglés.*

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. If it were up to me, I would spend all of my time learning Spanish. *Si fuera por mi, me pasaría todo el tiempo aprendiendo inglés.*

5	4	3	2	1
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. My Spanish classes are my favorite classes. *Las clases en español son mis favoritas.*

5	4	3	2	1
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9. I sometimes feel embarrassed when I have to answer questions in Spanish. *A veces tengo vergüenza cuando tengo que responder en inglés.*

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

10. In Spanish classes I sometimes get so nervous I forget things I know. *En las clases en inglés, a veces estoy tan nervioso/a que se me olvida lo que sé.*

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

11. I work really hard to learn Spanish. *Realmente trabajo duro en aprender inglés.*

5	4	3	2	1
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

12. When I'm learning Spanish, I ignore distractions and pay attention to my work.

Cuando estoy estudiando inglés, ignoro las distracciones y le pongo atención a mi trabajo.

5	4	3	2	1
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

13. I feel nervous when I have to speak in Spanish. *Siento nervioso/a cuando tengo que hablar en inglés.*

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

14. I want to learn Spanish so well that it will become natural to me. *Quiero aprender el inglés tan bien hasta que parezca mi lengua materna.*

5	4	3	2	1
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

15. I feel anxious when I don't understand what the teacher is saying in Spanish. *Siento ansioso/a cuando no entiendo lo que esta diciendo mi maestro/a en inglés.*

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

16. I sometimes freeze when I am called on in Spanish classes. *A veces siento paralizado/a cuando me llama para responder en inglés.*

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

17. Learning Spanish is boring. *Aprender inglés es muy aburrido.*

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

18. I worry about making mistakes in Spanish. *Preocupo en equivocarme cuando estoy hablando inglés.*

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

19. I wish I could read newspapers, magazines, and books in Spanish. *Me gustaría poder leer periódicos, revistas y libros en inglés.*

5	4	3	2	1
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

20. I feel comfortable when I speak in Spanish. *Siento muy cómodo/a cuando hablo inglés.*

5	4	3	2	1
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Motivation Composite Score - Add the scores from the statements below:

#1 _____

#2 _____

#3 _____

#7 _____

#8 _____

#11 _____

#12 _____

#14 _____

#17 _____

#19 _____

Total Motivation Score: _____ / 50

Anxiety Composite Score - Add the scores from the statements below:

#4 _____

#5 _____

#6 _____

#9 _____

#10 _____

#13 _____

#15 _____

#16 _____

#18 _____

#20 _____

Total Anxiety Score: _____ / 50

Total Affective Filter Score - Add the Total Motivation Score and the Total Motivation Score together.

Total Motivation Score _____

Total Anxiety Score _____

Total Affective Filter Score _____/100

Strategies for Addressing High Anxiety and Low Motivation

Once the strength of students' affective filters have been determined and the primary factors identified as low motivation or a high anxiety, steps can be taken to lower the affective filter. There are many strategies that can be implemented and many approaches that can be taken to meet this goal. This section will explain a few of them and point educators to further resources.

If students are experiencing high language learning anxiety, one of the first things that should be examined is the classroom environment. Barbara Law and Mary Eckes, long-time English as a Second Language educators, stress the importance of creating a "facilitating environment" (2007). This environment should include "a positive orientation on the part of the teacher and the classmates that allows a learner to behave naturally and feel truly capable of expressing himself openly without fear of ridicule or punishment." Teachers whose students demonstrate high levels of anxiety should work to develop positive relationships with their students. If the classroom environment is not "facilitating" because of the way classmates treat a learner, anti-bullying lessons or other social-emotional activities may be helpful. Law and Eckes (2007) also assert that the facilitating learning environment is constructive rather than destructive. It recognizes students' achievements rather than failures and takes into consideration students' learning styles, language proficiencies, cultural and educational backgrounds and grade levels.

Another approach that addresses high student anxiety as well as low student motivation is Pauline Gibbons' interpretation of Mariani's Zones of teaching and learning. Based in the sociocultural approach to language learning Mariani asserts that student who are not appropriately supported in the language classroom may experience frustration and anxiety, whereas a student who is not challenged and not supported will quickly become bored and unmotivated (2009). To combat these negative affective outcomes Gibbons suggests a number of instructional strategies to support students without eliminating the element of challenge. Some of these strategies include progressive brainstorming, wallpapering, concept maps, thinking maps, and split diction, just to name a few. They are explained in detail in Gibbons' book *English Learners Academic Literacy and Thinking* (2009). This book is an essential resource for those looking to select teaching strategies that will increase student motivation and decrease student anxiety.

Resource List

- **Teaching Tolerance** - The teaching tolerance website provides free resources for teachers, administrators, counselors and other practitioners that focus on social justice and anti-bias education. They have a number of resources available to combat bullying in the classroom. <https://www.tolerance.org/about>
- **“Colorín Colorado** is a national multimedia project that offers a wealth of bilingual, research-based information, activities, and advice for educators and families of English language learners (ELLs). Colorín Colorado is an educational service of WETA, the flagship public broadcasting station in the nation's capital,

and receives major funding from the American Federation of Teachers and National Education Association. © Copyright 2017 WETA Public Broadcasting.”

It has catalogued many easily accessible articles about how to alleviate anxiety and increase motivation in language learners. <http://www.colorincolorado.org/>

- “**The Center for Advanced Research on Language Acquisition (CARLA)** is one of the U.S. Department of Education's Title VI National Language Resource Centers, whose role is to improve the nation's capacity to teach and learn foreign languages.” <http://carla.umn.edu/index.html>
- **Second Step** - This paid program is available in both English and Spanish and teaches children in elementary schools social-emotional awareness, as well as anti-bullying strategies. <http://www.secondstep.org/>
- *English Learners Academic Literacy and Thinking* by Pauline Gibbons. This book lists a number of effective teaching strategies for engaging students and supporting them adequately.

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Appendix A

WIDA Consortium English Language Development Standards

The WIDA English Language Development Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. Figure B shows the five standards and their abbreviations.

Figure B: The English Language Development Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Standard 1 draws on students' personal experiences as they interact with teachers and peers. It works in conjunction with Standards 2–5 that address the language of the content areas.

WIDA Consortium Spanish Language Development Standards

Estándar		Abreviatura
Estándar 1 DLE	Los bilingües emergentes se comunican con fines sociales y de instrucción dentro del entorno escolar	El lenguaje social y de instrucción
Estándar 2 DLE	Los bilingües emergentes comunican información, ideas y conceptos necesarios para el éxito académico en el área de las artes de lenguaje	El lenguaje de las artes de lenguaje
Estándar 3 DLE	Los bilingües emergentes comunican información, ideas y conceptos necesarios para el éxito académico en el área de las matemáticas	El lenguaje de las matemáticas
Estándar 4 DLE	Los bilingües emergentes comunican información, ideas y conceptos necesarios para el éxito académico en el área de las ciencias naturales	El lenguaje de las ciencias naturales
Estándar 5 DLE	Los bilingües emergentes comunican información, ideas y conceptos necesarios para el éxito académico en el área de las ciencias sociales	El lenguaje de las ciencias sociales

Figure E: WIDA Performance Definitions Speaking and Writing, Grades K-12

Within sociocultural contexts for language use...

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching		
<p>English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.</p> <p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...</p>		
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

Figura D: Definiciones de desempeño DLE de WIDA para Hablar y Escribir, Grados K-12.º

Definiciones de Desempeño para - Hablar y Escribir Grados K a 12



Al final de cada nivel de desempeño en el idioma español y con apoyo, los estudiantes que estén aprendiendo español producirán o utilizarán...

Nivel de desempeño	Complejidad lingüística	Formas y convenciones del lenguaje	Uso del vocabulario
	En el discurso	En la oración	En la palabra y/o la frase
6-Nivel de trascendencia El lenguaje satisface todos los criterios de los niveles anteriores			
5 Nivel de transformación	<ul style="list-style-type: none"> Variación de expresión de ideas complejas y elaboradas Expresión de ideas a través de oraciones coherentes, complejas y concisas 	<ul style="list-style-type: none"> Variación de formas gramaticales relacionadas al propósito dentro del tema Oraciones de varios patrones típicos de temas específicos 	<ul style="list-style-type: none"> Uso del lenguaje técnico y especializado Uso de palabras y expresiones con significados precisos relacionadas al tema
4 Nivel de extensión	<ul style="list-style-type: none"> Expresión de ideas completas y elaboradas Oraciones organizadas que muestran un desarrollo de coherencia 	<ul style="list-style-type: none"> Formas gramaticales variadas y específicas Oraciones de patrones típicos de temas específicos 	<ul style="list-style-type: none"> Uso de lenguaje temático específico Uso típico de palabras y expresiones concretas relacionadas al tema
3 Nivel de desarrollo	<ul style="list-style-type: none"> Expresión de ideas claras y completas Oraciones simples y compuestas 	<ul style="list-style-type: none"> Formas gramaticales relacionadas al tema con variación ocasional Oraciones de patrones relacionados al tema 	<ul style="list-style-type: none"> Uso de lenguaje temático general y específico Uso de palabras o expresiones relacionadas al tema con múltiples significados
2 Nivel emergente	<ul style="list-style-type: none"> Expresión de ideas aisladas Frases u oraciones simples 	<ul style="list-style-type: none"> Formas gramaticales repetitivas que usan patrones propios al tema Frases y oraciones de patrones repetitivos relacionados al tema 	<ul style="list-style-type: none"> Uso de lenguaje general Uso de palabras o expresiones cotidianas y escolares relacionadas al tema
1 Nivel de entrada	<ul style="list-style-type: none"> Palabras, frases o lenguaje entrecortado (fragmentado) Uso de signos gráficos y palabras para representar una idea 	<ul style="list-style-type: none"> Formas gramaticales asociadas con frases Frases de patrones sociales y escolares 	<ul style="list-style-type: none"> Uso de vocabulario general Uso de palabras o expresiones cotidianas y escolares memorizadas
<p>Translenguaje: Práctica de lenguaje usada por bilingües emergentes de forma estratégica para optimizar la comunicación y comprensión a través de respuestas estratégicas incluyendo cambio de código lingüístico, préstamos y calcos, etc. en todos los niveles de proficiencia.</p>			

...dentro de un contexto sociocultural para el uso del lenguaje.

Appendix C

Research Based Supports for Language Learners

Figure K: Examples of Sensory, Graphic, and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

Figura K: Ejemplos de apoyos pedagógicos sensoriales, gráficos e interactivos

Apoyos pedagógicos sensoriales	Apoyos pedagógicos gráficos	Apoyos pedagógicos interactivos
Objetos de la vida real (realia)	Cuadros	En equipos de dos integrantes o compañeros
Manipulativos	Organizadores gráficos	En equipos de tres integrantes o equipos pequeños
Imágenes y fotografías	Tablas	En un equipo completo
Ilustraciones, diagramas y dibujos	Gráficas	Mediante estructuras de grupos cooperativos
Revistas y periódicos	Líneas de tiempo	A través de Internet (sitios web) o programas de software
Actividades físicas	Rectas numéricas	En la lengua materna (L1)
Videos y películas		Con tutores
Publicaciones		
Modelos y figuras		