



**Region 10
Education
Service Center**

Ensuring English Language Learners Success Through The Affective Domain.

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It is the policy of Region 10 Education Service Center not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 503 and 504 of the Rehabilitation Act of 1973, as amended. Region 10 Education Service Center will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

Cultural Scavenger Hunt

DIRECTIONS: Circulate around the room and find people who fit the description on your list. When a person fits a particular description, ask them to initial your sheet. Any individual can initial another person's sheet only once.

Session Objectives

CONTENT OBJECTIVES

We will be able to deconstruct information about aspects of the affective domain of Chapter 89 of the TAC.

LANGUAGE OBJECTIVES

We will be able to explain and discuss how the affective domain ensures English Language Learners success.

Chapter 89 TAC

Chapter 89. 1210 (f) (1) Affective. English language learners shall be provided instruction using second language methods in English to introduce basic concepts of the school environment, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

Second Language Methods

- Second Language Theories: Comprehensible Input, Affective filter, Natural order, Motivation and Monitor.
- Language Domains: Listening, Speaking, Reading and Writing
- Proficiency Levels: Beginner, Intermediate, Advanced, Advanced High

Krashen, S. (1982).

The Affective Domain

One possible reason for this neglect is that learning in the affective domain is often perceived as difficult to observe and measure. However, despite this perceived difficulty, affect is considered a very important component of teaching and learning.

- Affective variables are assumed to be important for learning (Boekaerts, 2003).
- Social cognitive theory contends that human behavior, the environment and personal factors (e.g. cognition, emotion and motivation) operate reciprocally on one another (Chiu & Klassen, 2010).

Ensuring Success Through

Instilling Confidence: Research from Angela Lee Duckworth (University of Pennsylvania) sheds a new understanding on the importance of instilling confidence in our ELLs.

Examples: Darby School District and Texas Education Agency Character Education program.

Ensuring Success Through

Self Assurance: Finding opportunities for ELLs to hone their leadership skills and develop new skill sets that will help them to success in and outside of the classroom. These opportunities teaches how to meet high goals.

Example: Winner of National Essay Contest Award (Coca-Cola Valued Youth Program Tutor).

A cross-age training program with an unusual twist from IDRA.

Ensuring Success Through

Positive identity: Research on Identity and the language of the classroom by Wright and Taylor. They investigated the impact of heritage versus second language instruction on personal and collective self-esteem.

Wright, Stephen C.; Taylor, Donald M. *Journal of Educational Psychology*, Vol 87(2), Jun 1995, 241-252.

Addressing History/Cultural Heritage

Research from Gay clearly explains how to address history and cultural heritage associated with both students language and the United States.

Gay (2000) calls this culturally responsive teaching: using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective.

Culturally Responsive Teaching

- Validating: multicultural information, resources & materials.
- Comprehensive: use of cultural referents to impart skills.
- Multi-dimensional: instructional techniques.
- Empowering: academic competence, self-efficacy.
- Transformative: respecting cultures and experiences.

Wrap-Up

The Affective Domain

- An important domain in which students learn.
- Incorporating affective objectives, traits and goals in teaching and learning paves the way to ensure the success of English Language Learners.
- In addition to the cognitive and linguistic domains offer ELLs the opportunity to develop academic language and English proficiency needed for their achievement.

References

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