Lowering Students' Affective Filters in Multilingual Settings

Try These Instead

- **Use recasting.**
  - For example, if a student says, "I writed it with a pencil," recast their response by saying, "Oh, you wrote it with a pencil."

- **Provide students with multiple opportunities to practice out loud first**.
  - Pair Up, Square Up- partner them then have the partners meet with a new couple
  - Inside Outside Circle - students on the inside (or outside) circle rotate as many times as you like to discuss their thoughts with a new partner

- **Allow ample time to preview and review material.**
  - For instance, if we wanted a student to read aloud to the class, we would practice it with them several times 1 on 1 before they did it publicly.

- **Offer sentence starters, sentence frames or cloze passages.**
  - Slowly this scaffolding can be lessened throughout the year.

- **Start by contextualizing a unit or book with input such as images or tangible objects.**
  - Helping provide students a frame of reference for their learning decreases their fear and anxiety of what may seem unknown

- **Begin with small groups or partners.**
  - Students tend to feel the most comfortable with their peers. Choose partners and groups wisely based on comfort, support, and learning goals.

- **Increase motivation by seeking their opinions and offering choices.**
  - Giving language learners a voice helps them feel valued in their community.

- **Always support a loving, culturally responsive environment.**
  - Learn to pronounce students' names correctly and ensure the classroom reflects the diversity of the student body.
  - Warm smiles and sitting next to—not across from—a student learning to read, write, and speak in a new language go a long way.