

Scaffolding



What learners can do
today with support, they
can do alone tomorrow
Vygotsky

- Procedural scaffolding:

Increasing Independence

Explicit Teaching

Modeling

Practicing

Applying

CLIL TIMES

by PINEIRO



As with a lot of things the starting point should be a consideration of who your students are

The biggest mistake in teaching is to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.

H. Gardner

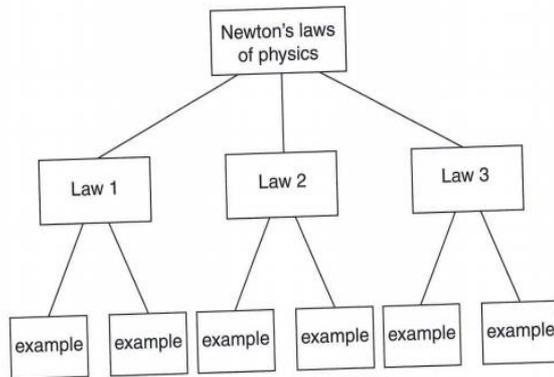
How can we provide scaffolding?

- Create interest - activate prior knowledge
- Break tasks into smaller chunks/steps
- Provide support - to scaffold input and output -
 - before tasks - pre-teach language – vocabulary
use visuals / realia to introduce concepts
demonstrate/ model tasks
 - during tasks - add in word banks, glossaries,
substitution tables, writing frames
use models for production
 - after tasks - provide constructive feedback

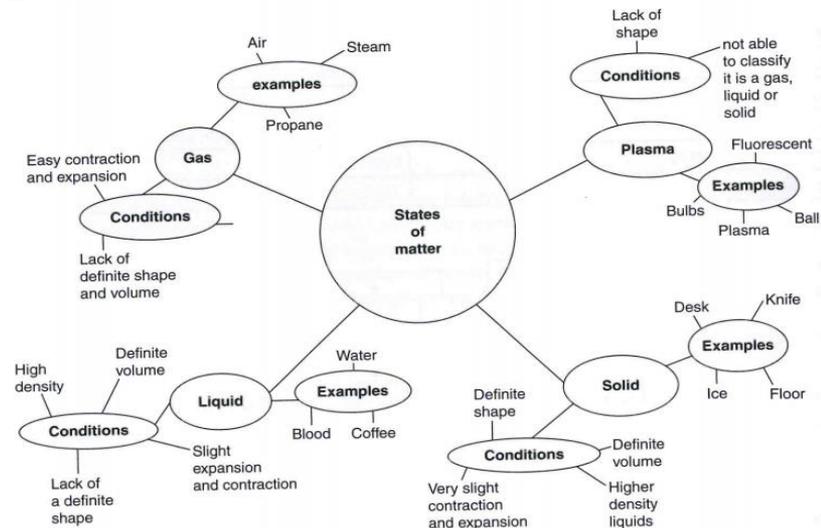
SCAFFOLDING TECHNIQUES:

Visual organisers

provide scaffolding for many types of input, including supporting reading and listening texts.



Spider map



Reading materials can be adapted to include support –

- Headings inserted
- Use of different fonts, colours, boxed or underlined etc to highlight important information.
- Definitions or explanations added
- Diagrams added
- Visuals included
- Glossaries included
- Visual organisers included to highlight important information

Speaking activities can be scaffolded with

- Pre teaching concepts using visuals, realia etc
- Activating prior knowledge – brainstorming – completing mindmaps / KWL tables
- Using a lead in to create interest
- Modelling activities
- Giving ample preparation time before the tasks
- Encouraging the use of speaking frames

■ We're thinking of



A MAN-MADE OBJECT

_____ and I are thinking of a man-made object that is about as big as _____ .

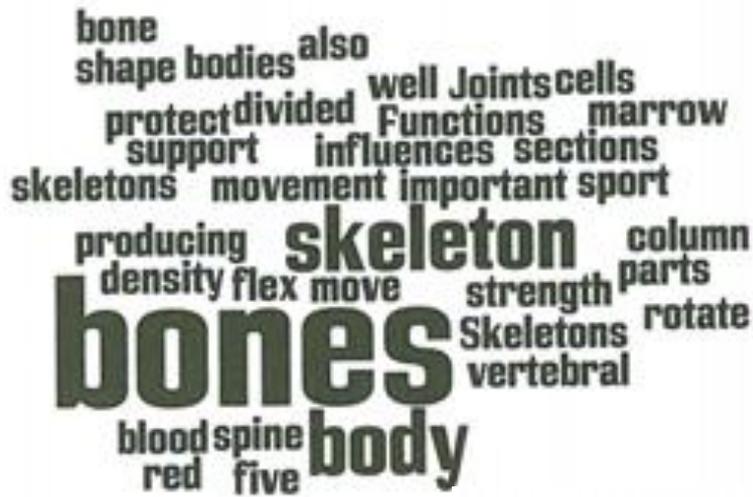
It is _____ .
_____ .

When you touch/hold this object it feels _____ .

It is made of _____ .
_____ .

You would probably find it in _____ .
_____ .

It is used for _____ .
_____ .



Speaking frames

Box 4.12: Speaking frames

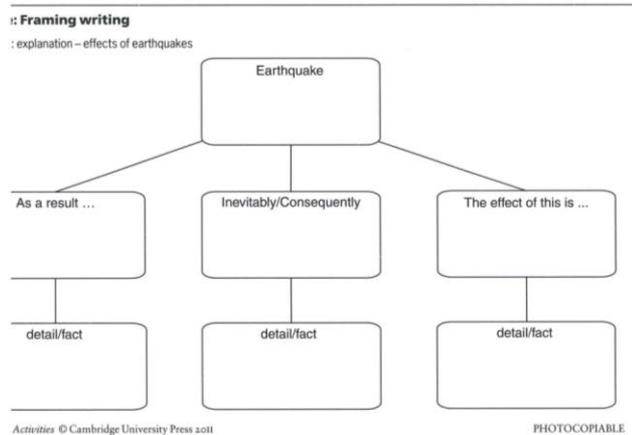
An example for a PE lesson on long jump

Your	run up take off position in the air landing	is	too slow unsteady too early too late with the wrong foot too high not high enough on one foot good excellent fine perfect
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Writing tasks can be scaffolded using

- Pre teach language
- Brainstorm ideas – mindmaps
- Model texts to examine and use for guidance
- Encouraging process writing – planning, drafting, editing
- Encouraging the use of writing frames – sentence starters, useful

phrases etc



CLIL Activities

Box 5.6g: Framing writing

History: discussion – Hitler's reasons for annexing Austria

1: What were the different reasons for Germany annexing Austria? Complete each box.

Personal reasons	Political reasons
Economic reasons	Cultural reasons

Hitler annexed Austria for a number of reasons. Write your reasons out in sentences. Firstly, there were personal reasons. These were ...

Next, there were political reasons. These were ...

Then there were economic reasons. These were ...

Lastly, there were cultural reasons. These were ...

The most important of these reasons is ...

I think this is because ...

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PHOTOCOPIABLE

Writing frame



Box 5.6c: Framing writing

Maths: report describing the results of a graph about traffic

Learners have made a graph (histogram) which illustrates how many cars of different colours they have counted on the road near their school. Their task is to comment in writing in pairs on the graph they have made.

Our names: 1 2

Title (write an interesting title here)

On..... (date), we observed

..... Our graph shows the results of our observations, as follows. Our task was (write here what you had to do)

Here are our results. Firstly, we counted a total number ofcars. We noticed that (write something about percentages here)

The results show the relative popularity of the colours. The most popular car colour is We think this is because

The least popular car colour is..... We think this is because

Other popular car colours are

The most interesting thing that we noticed about the colour of the cars was because

What we found difficult about the activity was

What can scaffolding do?

- Engage / motivate the learners
- Provide a clear direction
- Keep learners on task
- Guide learners to useful resources
- Reduce surprise / uncertainty / disappointment / frustration
- Deliver efficiency - help learners to work more efficiently / effectively
- Make learning more individualised