

# Dual Language Weekly Focus

## Scaffolding Language and Learning

Embedding language learning in content area teaching is the most effective way to learn a language because it is connected to learning that is necessary and meaningful for the learner. For students in DLE classrooms, this learning occurs daily during formal content instruction. In her book *Scaffolding Language, Scaffolding Learning*, Pauline Gibbons suggests that this collaborative effort of teaching language and content requires a systematic method of supporting the students through scaffolding.

What is meant by the educational term of scaffolding? Just as in construction, whereby the scaffolding provides a temporary method of supporting the building as it is constructed; educational scaffolding works to temporarily support the students as they are constructing knowledge of the task and the language they are learning. “Scaffolding is future-oriented, as stated by Vygotsky, what a child can do with support today, she or he can do alone tomorrow.” (Gibbons, 10)

What are some possible methods of scaffolding in the Dual Language classroom?

- ★ Modeling correct usage of the English Language
- ★ Bilingual Pairs: students practice speaking and support one another in learning the vocabulary and the concepts
- ★ Incorporating all four literacy domains (listening, speaking, reading and writing) in every lesson
- ★ Collaborating to create Graphic Organizers to help students organize information
- ★ Total Physical Response
- ★ Using manipulatives to make the learning concrete
- ★ Creating class lists of necessary vocabulary and reviewing them often
- ★ Using visuals and realia
- ★ Activating the students’ prior knowledge
- ★ Repetition, Repetition, Repetition

Reflect on your classroom practices: How can you scaffold student learning without decreasing the rigor of the task? Is your classroom a place where students are able to support one another? How does your classroom environment support student learning of language and content? Do you know a colleague that can help you reflect on the scaffolding you provide?

***What is the future of our students in the DLE Program?***

***What will they be asked to do without support tomorrow?***

***Does your classroom practice today make achieving those goals a reality?***