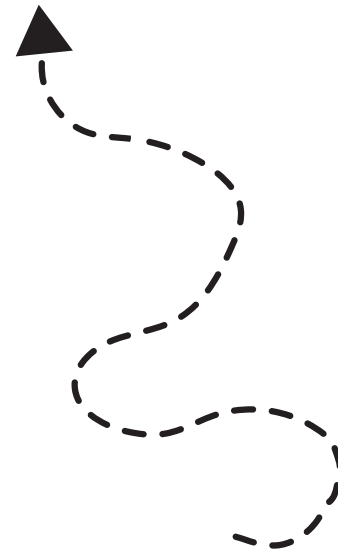
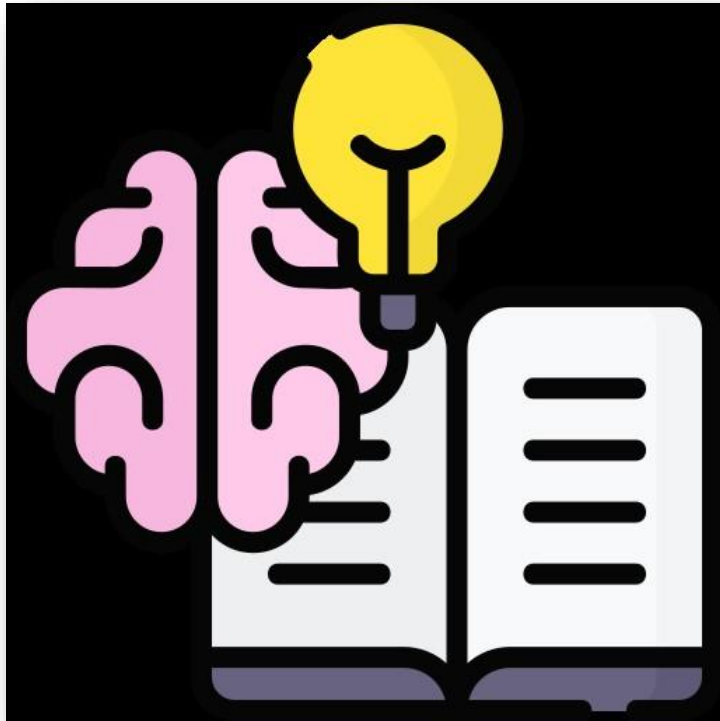


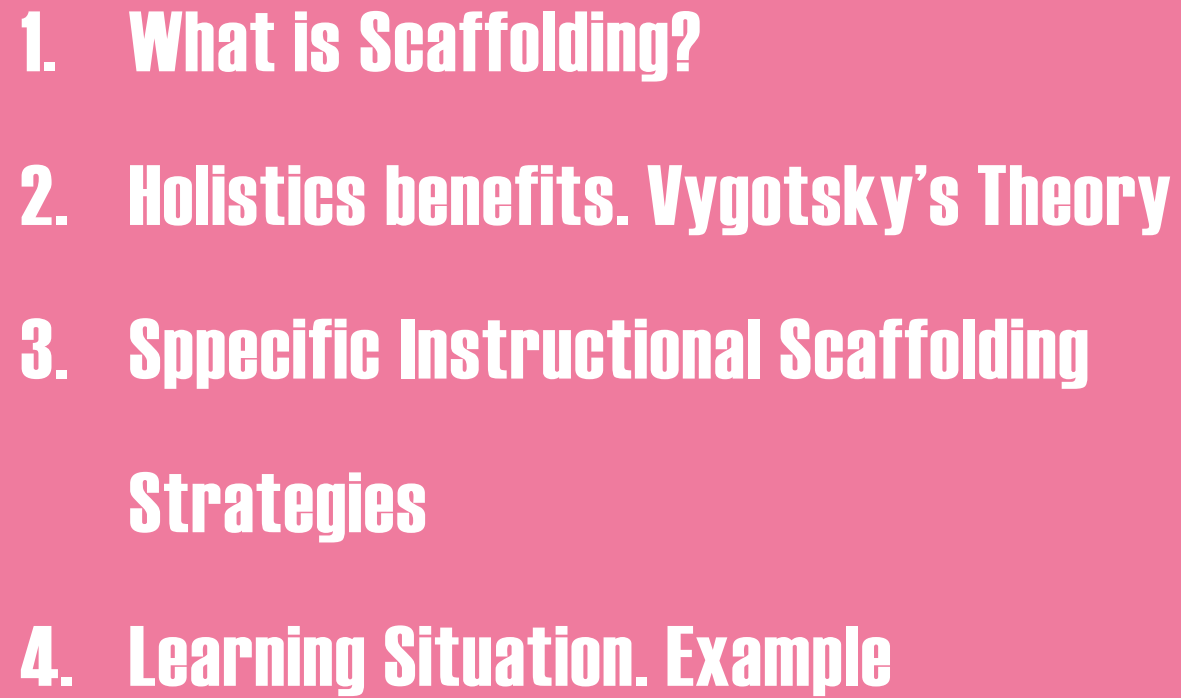
Scaffolding



Prior Knowledge



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1. What is Scaffolding?

SCAFFOLDING refers to a method where teachers offer a particular kind of support to students as they learn and develop a new concept or skill.*

Scaffolding facilitates students' learning

- Visuals, diagrams, key words**
- Repetition and paraphrasing**
- Code-switching (two or more languages)**
- Written patterns or templates for activities**

* <https://www.gcu.edu/blog/teaching-school-administration/what-scaffolding-education>



+ INFORMATION 

**MORE
INFORMATION**

WHAT IS SCAFFOLDING?

<https://www.youtube.com/watch?v=rVaRdVt6lhw&t=56s>

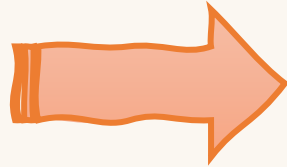


2. Holistics benefits. Vygotsky's Theory

Scaffolding



Lev Vygotsky's Pedagogical Theory



"ZONE OF PROXIMAL DEVELOPMENT"

Student's current developmental level and potential developmental level.

WHAT FOR? To help a student learn a new task or concept, the teacher targets the student's zone of proximal development and provides support that eventually tapers off as the student grows in knowledge and independence.

Scaffolding is a way for teachers to provide support while students master new concepts and skills.

- Enhances information retention
- Creates a bridge between foundational knowledge and new concepts
- Boosts student engagement and self-agency
- Decrease students' levels frustration and negative effects on self-confidence
- Encourages communication between teachers and students

BENEFITS

3. Specific Instructional Scaffolding Strategies



SCAFFOLDING PRACTICES

GOAL = *ENGAGE STUDENTS AND FACILITATE THEIR LEARNING PROCESS*

1. MODEL: teaching students how to do sth

2. USE PRIOR KNOWLEDGE: connect new learning to prior life experiences

3. TALK ABOUT IT: time to reflect on their learning

4. SHARE IMPORTANT VOCABULARY: share specific vocabulary words or phrases that may pose challenges.

5. SHOW WHAT YOU MEAN: help students organize their thinking about complex or interrelated pieces of information

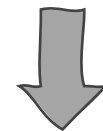
6. USE TECHNOLOGY: allowing students to preview the material and be ready to engage with the content in class.

PRIOR KNOWLEDGE



STUDENTS ARE NOT BLANK SLATES

**CONNECTING NEW LEARNING TO PRIOR LIFE
EXPERIENCES**



**HELPS STUDENTS INTEGRATE INFORMATION
MORE QUICKLY**

EXAMPLE

- History teachers use prior knowledge as instructional scaffolding when they ask students to connect current events to historical events**

4. Learning Situation. Example

A SESSION EXAMPLE: TOPIC, GOALS AND TARGET LANGUAGE

TOPIC: MOVING AROUND MY CITY

GOALS:

- To give directions
- To create a role-play
- To understand specific information

TARGET LANGUAGE:

- Places from the city: bank, post-office, museum, hospital, etc
- Prepositions of place
- Movement Verbs (turn around, go ahead...)
- Imperative and interrogative forms
- Directions (right, left...)

PRIOR KNOWLEDGE:









- Describe your city. What is there?
- What places do you normally go to?
- Where can you buy food/meat/clothes?
- How do you spend your free time?
- Where would you like to live?

VOCABULARY:

The city

4. Learning Situation. Example

NEW
IDEAS CONNECTED TO PRIOR
KNOWLEDGE:

| Giving directions | | | |
|---|---|---|---|
|  |  |  |  |
| Turn left (at...) | Turn right (at...) | Go straight on Go along... | Turn second left Take the 2 nd turning on the left |
|  |  |  |  |
| Go past ... | Go through | Cross the road | Turn second right |

ASSESSMENT:



Tasks



Oral Production



Role-play



Doubts & Questions

