SCAFFOLDING TO SUPPORT LANGUAGE DEVELOPMENT

INTENTIONAL SECOND LANGUAGE TEACHING

Professional Learning Conversation Guide

Scaffolding to Support Language Development
Intentional Second Language Teaching Series
Video 5

Synopsis

This fifth video in our series explores the concept of pedagogical scaffolding as it pertains to the second/additional language learning environment. Grounded in the work of educational psychologists, Vygotsky and Bruner, scaffolding can be defined as the temporary supports that are needed to achieve learning goals.

In this video, we describe a variety of specific scaffolding strategies such as graphic organizers, chunking of text, previewing and reviewing vocabulary, and sentence frames and starters, support learners in their language and literacy development.

Finally, the video reminds educators that it is important to consider social and emotional supports as part of the instructional scaffolding repertoire.

Pre-Viewing Activation Questions:
1. Reflect on the concept of scaffolding- what does this term mean to you? What meaning does this metaphor convey?
2. What supports do you consider essential when learning a new language?
3. When working with language learners, what supports do you always provide to aid in both understanding and producing language?

Post-Viewing Extension Questions:
1. After viewing the video, has your definition of scaffolding changed? Expanded? In what ways?
2. Why are scaffolds necessary? What role do they play in the classroom environment?
3. After examining the various examples of scaffolding strategies, were there additional ones that came to mind that would promote the same kind of support?

Selected Resources:

Tedick, D. & Lyster, R. (2020). Scaffolding Language Development in Immersion and Dual Language Classrooms. Routledge.
Gibbons, P. (2014) Scaffolding Language, Scaffolding Learning (2nd Edition). Heinemann.