

**R** TABLE 3.3. SCAFFOLDING TYPES

Scaffolding Type			
<b>Linguistic</b> Simplifying and making the “English” language more accessible	<b>Conceptual</b> Providing supportive frameworks for meaning providing organizational charts, metaphors etc.	<b>Social-Cultural</b> Mediating and situating students’ learning in a social context involving the engagement and support of others (expert and novice, peer and peer; social). Also using artifacts, tools and informational sources that are specifically culturally and historically situated within a domain familiar to learners (cultural)	
		Social	Cultural
<ul style="list-style-type: none"> <li>← Free journaling</li> <li>← Prewriting</li> <li>← Oral presentation of materials</li> <li>← Reading out loud</li> <li>← Conversational mode in lesson delivery</li> <li>← Written instructions</li> <li>← Simplified language</li> <li>← Slowed pacing</li> <li>← Direct instruction of form and meaning</li> <li>← Direct instruction of form</li> <li>← Vocabulary teaching</li> <li>← Reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>← Modeling</li> <li>← Show instead of explain</li> <li>← Body language</li> <li>← Think alouds</li> <li>← Structured step &amp; choices</li> <li>← Preteaching difficult concepts</li> <li>← Frequent practice test sessions</li> <li>← Bookmarking relevant websites</li> <li>← Explicit connections between in-class and out-of-class experiences (life experiences)</li> <li>← Explicit/transparent expectations</li> <li>← Sourcebooks</li> <li>← Condensed material</li> <li>← Computers</li> <li>← Realistic/authentic artifacts</li> <li>← Visuals</li> <li>← Charts</li> <li>← Checklists</li> <li>← Posters</li> <li>← Pictures</li> <li>← Simulations</li> <li>← Experiments</li> <li>← Games</li> </ul>	<ul style="list-style-type: none"> <li>← Teacher one-to-one assistance and encouragement</li> <li>← Pairing English language learners with native speakers</li> <li>← Combination of individual and group work</li> <li>← Peer-coaching on assignments</li> <li>← Specific role assignment in small groups</li> </ul>	<ul style="list-style-type: none"> <li>← Students’ prior knowledge</li> <li>← Literature from students’ culture</li> <li>← Students’ learning styles</li> <li>← Level 1 peer work</li> <li>← Spanish speaking teacher colleagues for translation and instruction</li> </ul>

Note. Adapted from “Content-Area Teachers and Scaffolded Instruction for English Language Learners” by Faridah Pawan, 2008, *Teaching and Teacher Education*, 24(6), 1450-1462.

