Modeling and scaffolding in language teaching

"**Modeling**" means to "show"
or "demonstrate"
  • demonstrate activities
  • demonstrate language

"**Scaffolding**" is the support
that we provide to learners.

<u>Questions to think about</u>

Why is it important to model (demonstrate) for our students?

How can we provide scaffolding (support) for our students?

"**Modeling**" activities means
showing how to do an
activity before students do it.

"**Modeling**" language means
the providing language
examples before students
use the language.

"**Modeling**" activities

What if students don't
understand the activity?

"**Modeling**" activities

The teacher starts by showing some examples.
The teacher does the activity first.

The teacher can then ask checking questions
to find out if students understand.

When the students are ready, the teacher asks
some students to come and help in front of the
class. Teacher and students work together.

Further checking questions are asked.

When students are ready, they are given
individual worksheets to practice.

"**Modeling**" language

Warm up discussion:
What is your favorite kind of music? Why?

Teacher asks the question
but nobody answers.

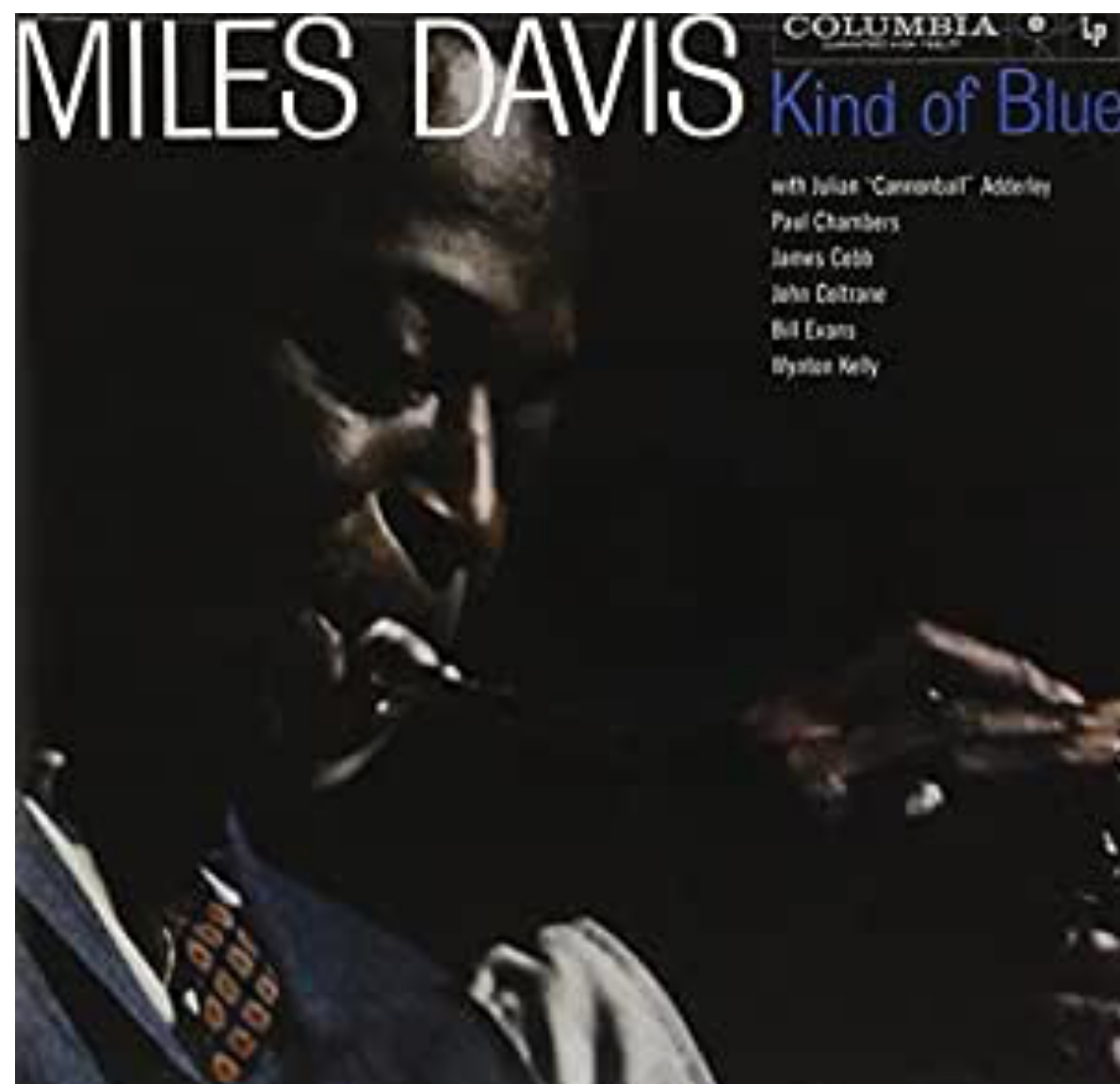The students are in pairs
but nobody is talking.

What did the teacher do
wrong?

"**Modeling**" language

What is your favorite kind of music? Why?

The teacher should provide an example answer. This shows how to answer the question, what kind of expressions to use, and gives Ss time got think.

* visual example

"**Modeling**" language

Warm up discussion:
What is your favorite kind of music? Why?

Teacher modeling the answer:

"I really like jazz because <u>it is relaxing</u>."
"I listen to it when <u>I study</u>."
"I like all types of <u>jazz</u>."
"My favorite <u>musician is Miles Davis</u>."

"How about you? What's your favorite type of music? Discuss with your partner."

Scaffolding (in education) is the support the teacher provides for the learner. There are many ways to support learners.

- visual examples (images, diagrams…)
- positive feedback and encouragement
- pre-teaching vocabulary
- simplifying classroom language
- easy tasks —> difficult tasks
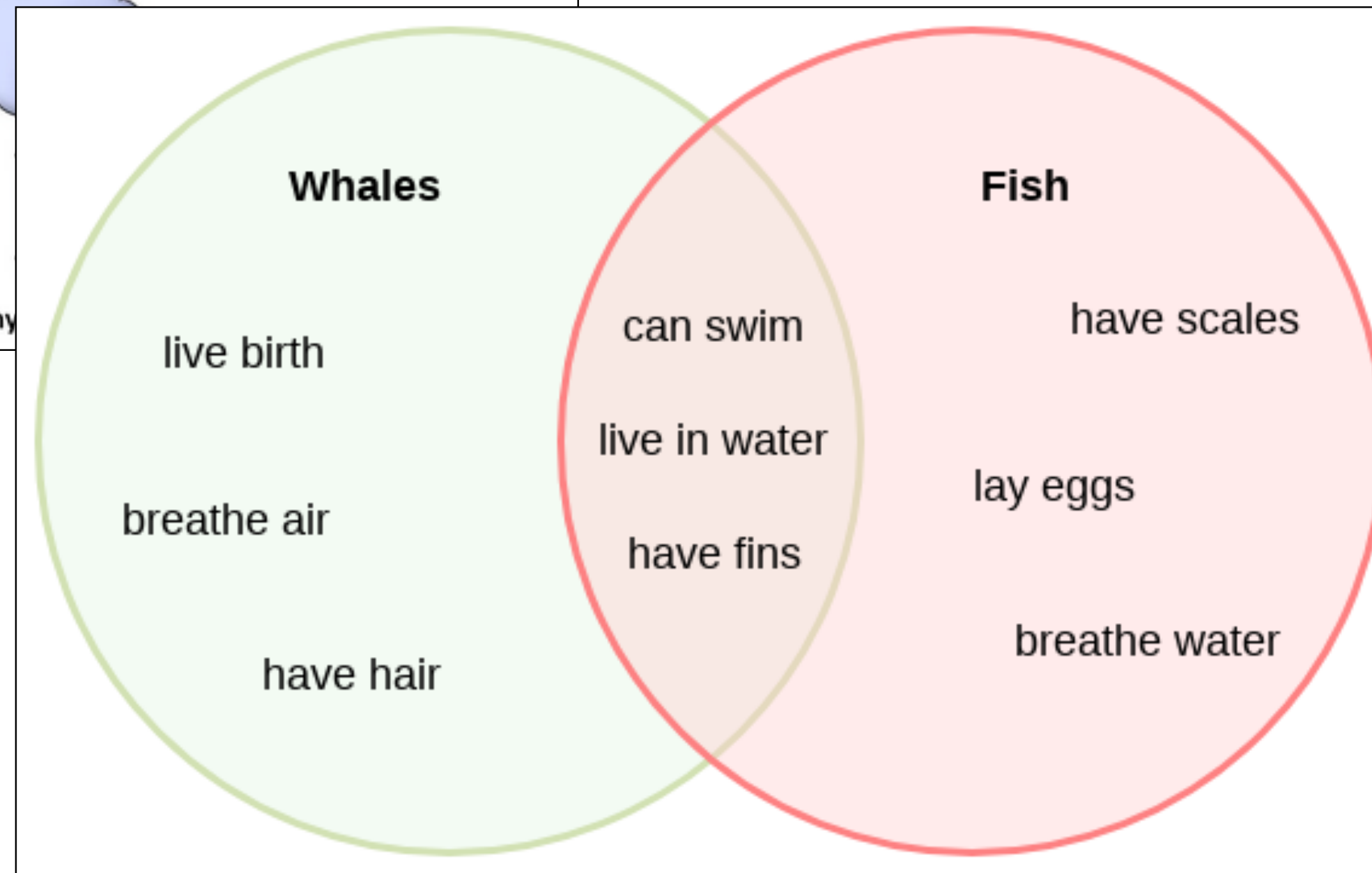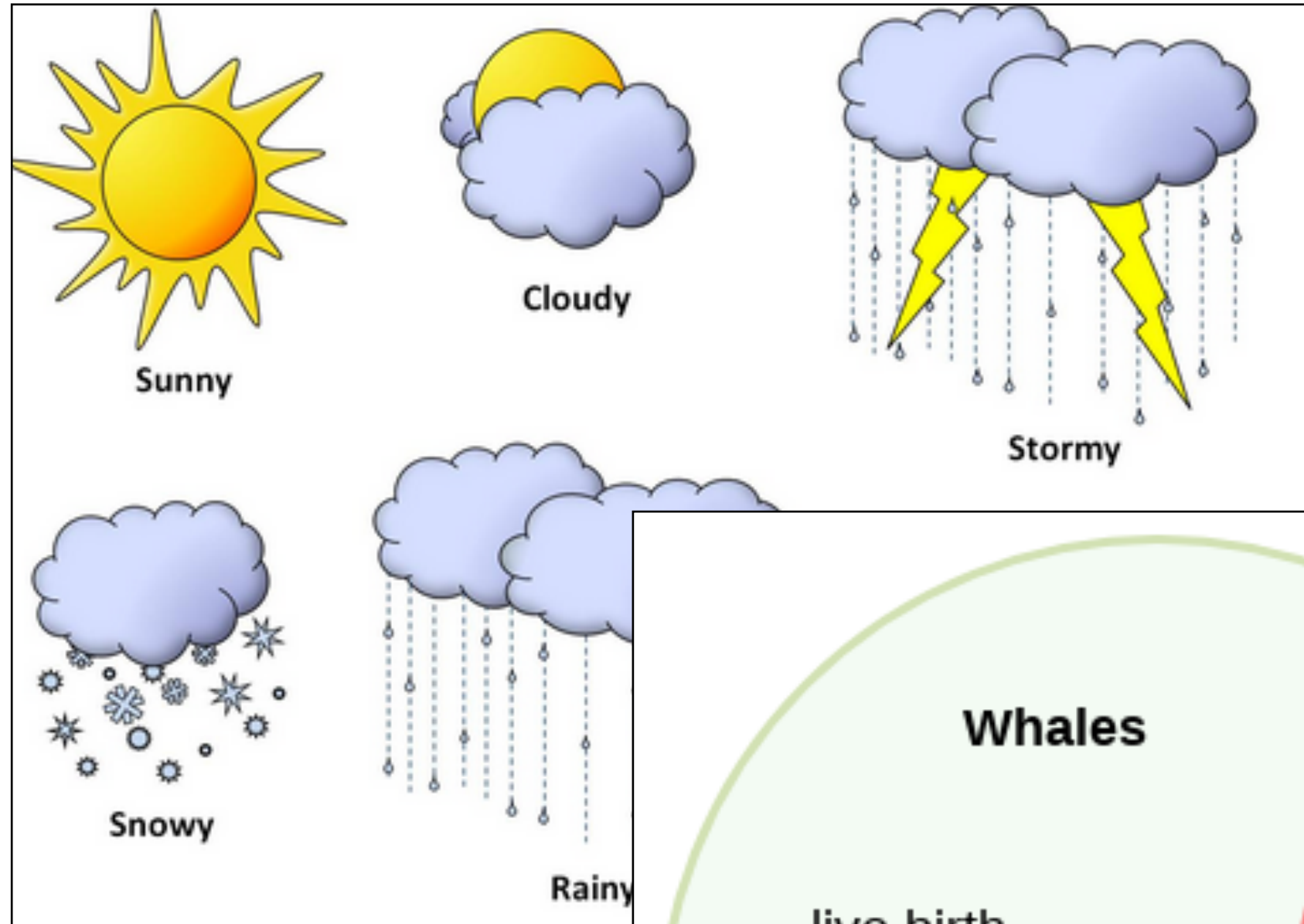- using mimes to help comprehension
- … and more!

Scaffolding = support

Scaffolding in construction

scaffolding from the teacher

scaffolding from the teacher

learner development
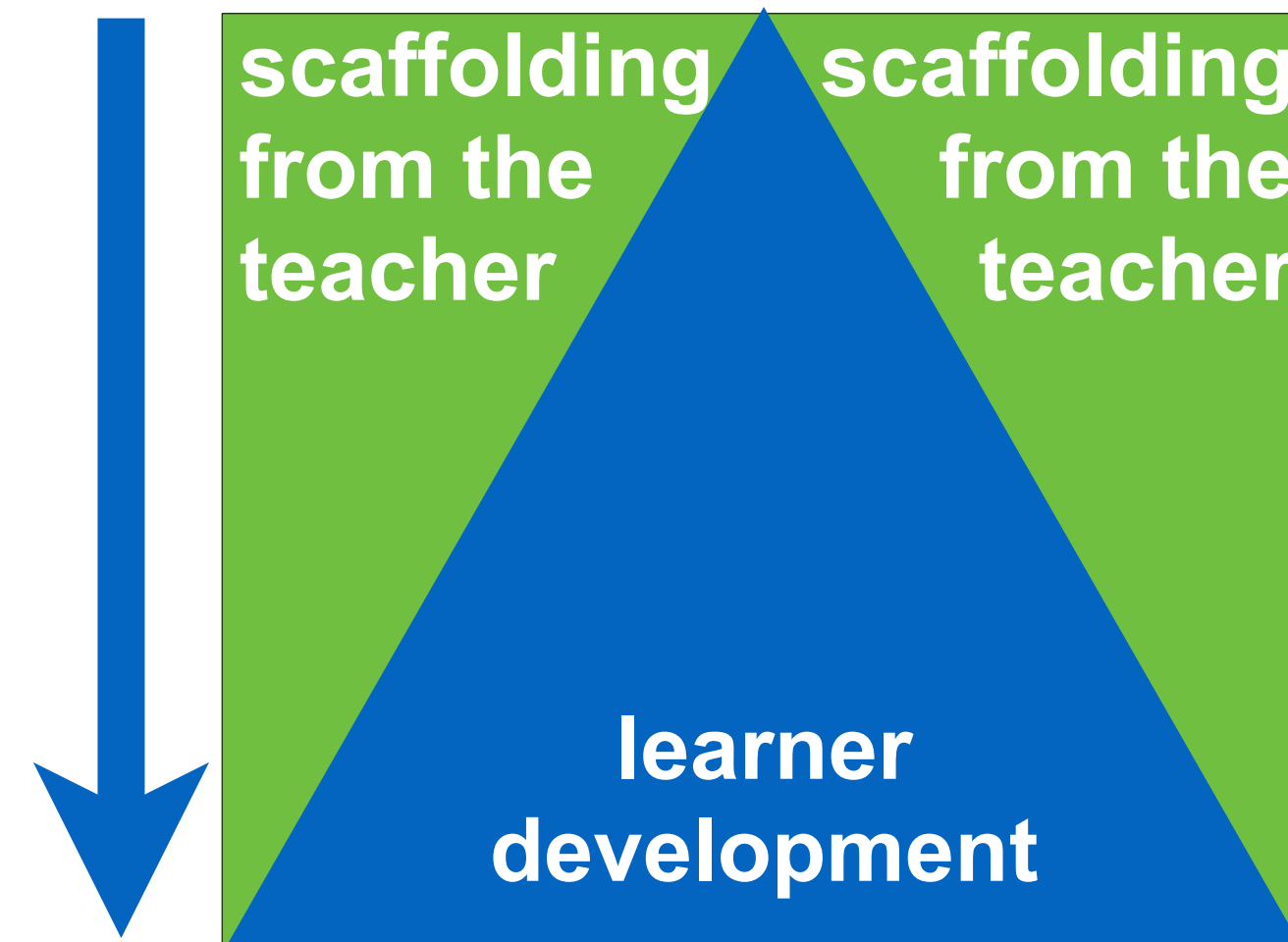
Scaffolding in education

- visual examples (images, diagrams…)

- positive feedback and encouragement

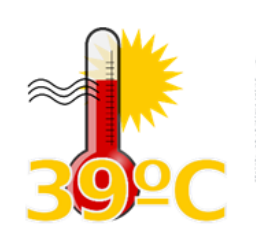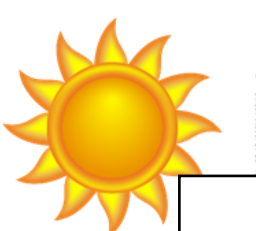**Encouraging Feedback**

- I'm impressed!
- That's more like it.
- That's much better.
- You are doing well.
- You're getting there.
- I'm very proud of you.
- You've improved a lot.
- You've just about got it.
- Keep up the good work!
- That's coming along nicely.
- Nothing can stop you now.
- You're on the right track now.
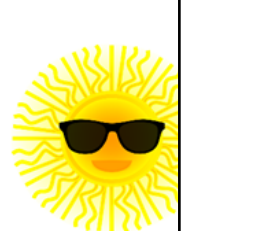- You're getting better every day.
- One more time and you'll have it.

- pre-teaching vocabulary

hot

sun

sunny

bright

SCHOOL VOCABULARY
Match words to pictures

pen •
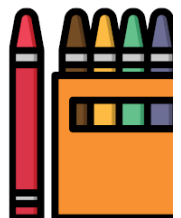
pencil •

ruler •

paint brush •

crayon •
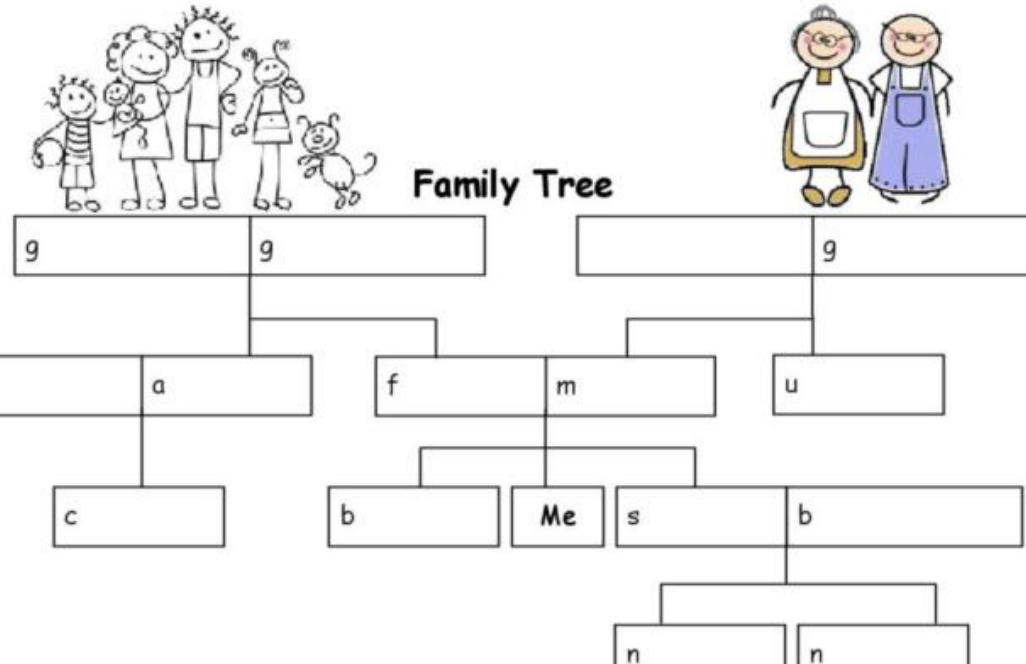
eraser •
(rubber) 🇬🇧

www.EnglishForKidz.com

Vocabulary Worksheet: My Family

1. If I have a baby girl, she'll be my ....
2. My son calls me ....
3. My mother is my father's ....
4. My father is my mother's ....
5. My father has one sister. She's my ....
6. My mother has one brother. He's my ....
7. My grandfather is married to my ....
8. My grandparents call me their ....
9. My aunt's husband is my ....
10. My sister is married. Her husband is my ....
11. My sister has two children, a boy and a girl. Her son is my ....
    and her daughter is my ....
12. My uncle and aunt's children are my ....
13. When I get married, my partner's mother will be my ....
14. My father has remarried. His new wife is my ....
15. When I break up with my boyfriend (girlfriend), (s)he'll be my ....

Family Tree

| g | g | | g |

| u | a | f | m | u |

| c | b | Me | s | b |

| n | n |

- simplifying classroom language

- using mimes to help comprehension

Quick note:

There are different views and definitions of scaffolding.

In some fields, the focus is more on social interactions, for example parent-child.

In other fields, scaffolding can include practical considerations like lesson planning and materials development.
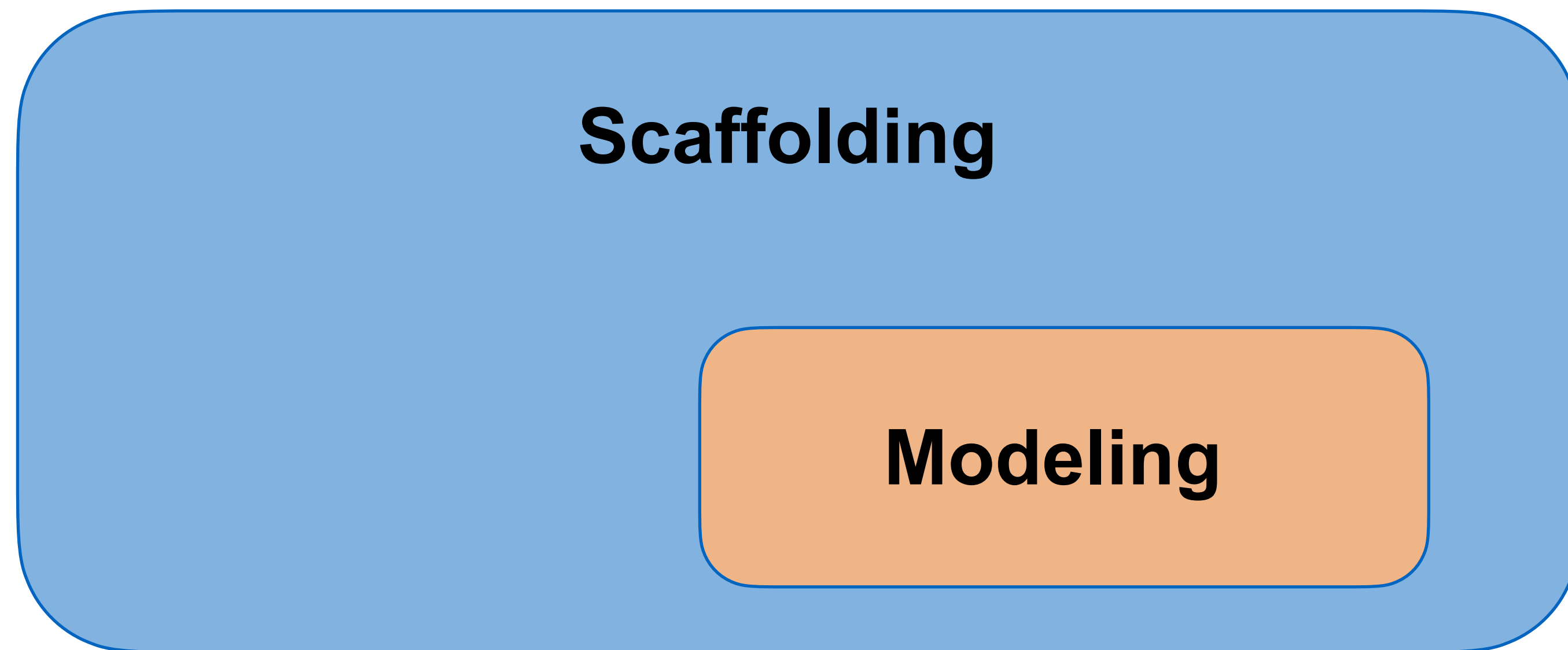
We will talk more about this later in the course.

Question
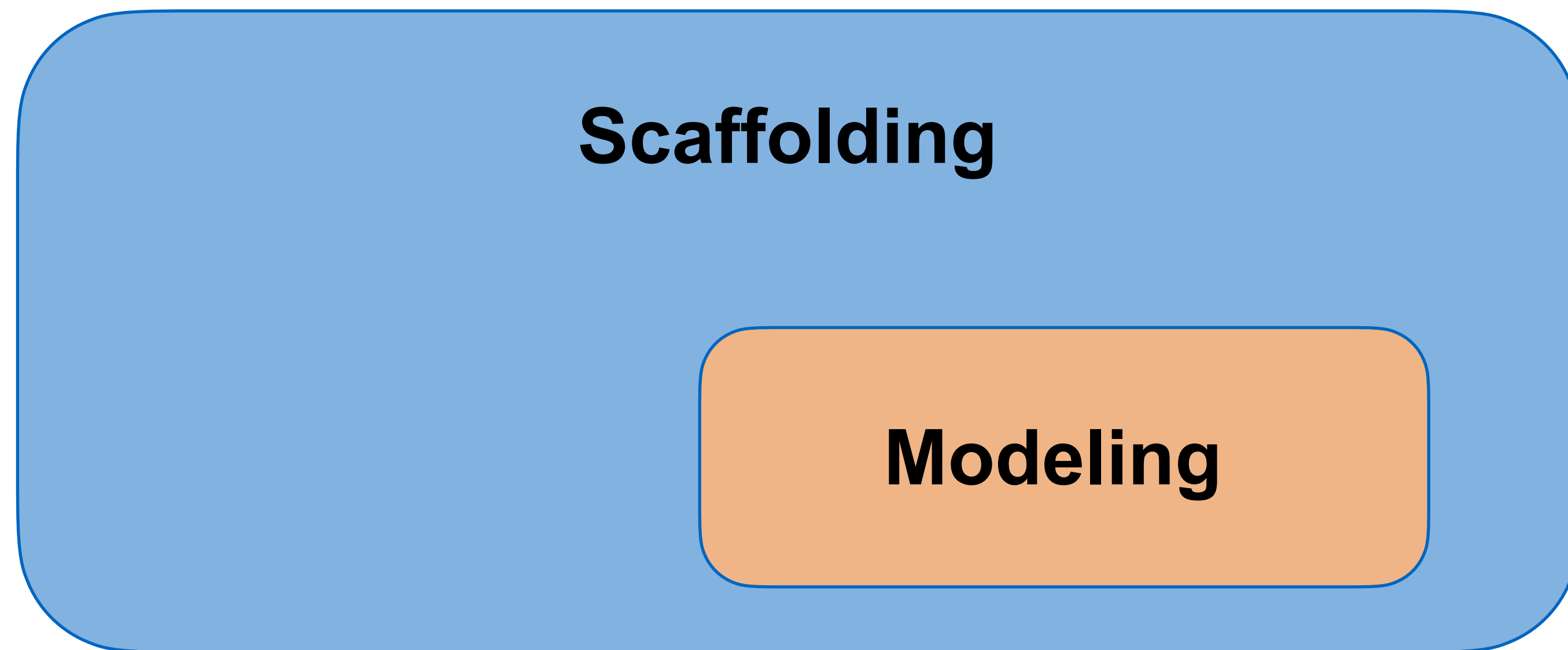
How are modeling and scaffolding related to each other?

Question

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How are modeling and scaffolding related to each other?

Modeling is a type of scaffolding
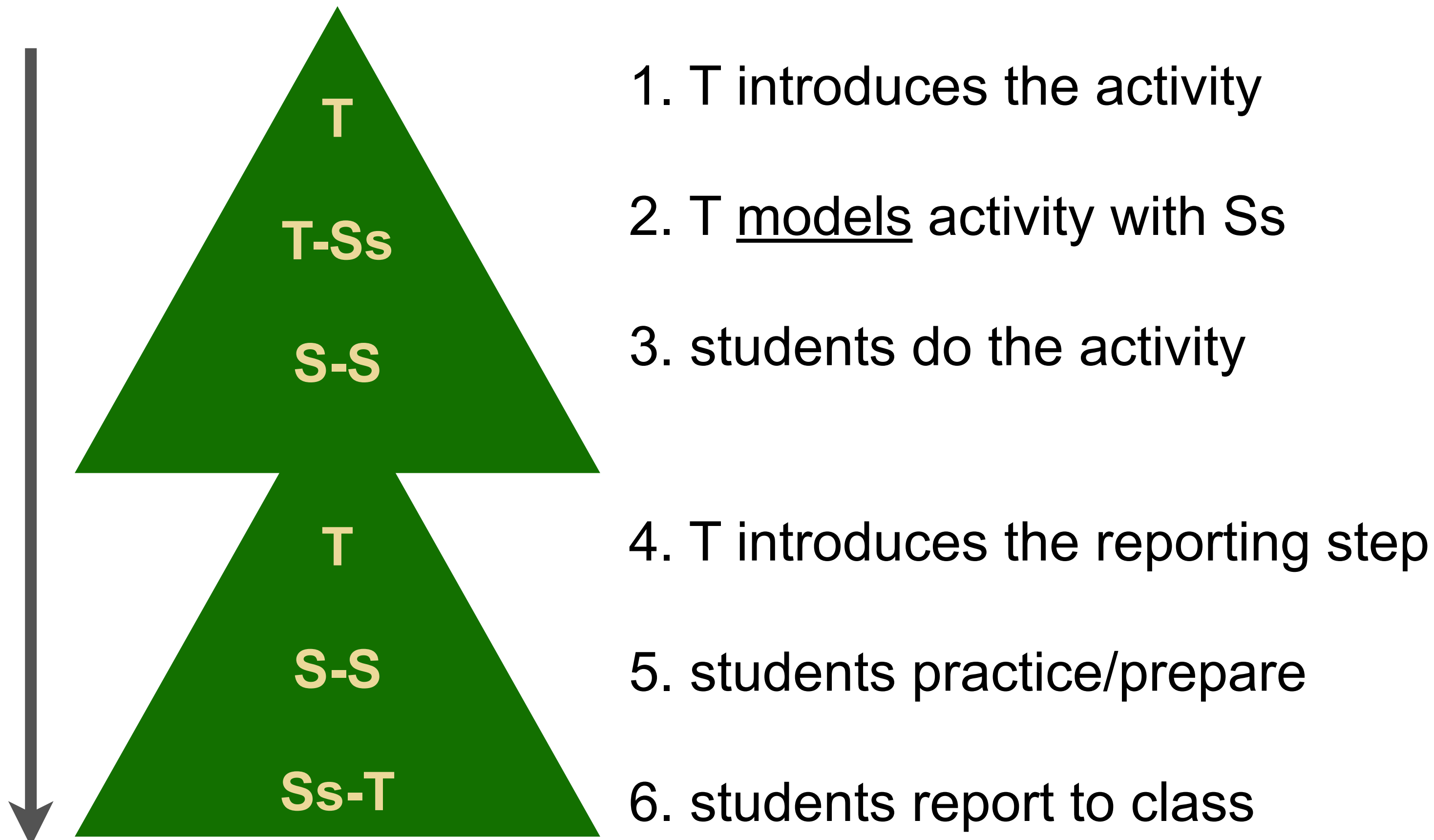
Here is a famous quote.
"I" refers to the learner.

"Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand.
Step back and I will act."

What can we learn from this?

- Telling/Explaining is not enough
- Showing (modeling) is an important step
- Move towards Ss independence
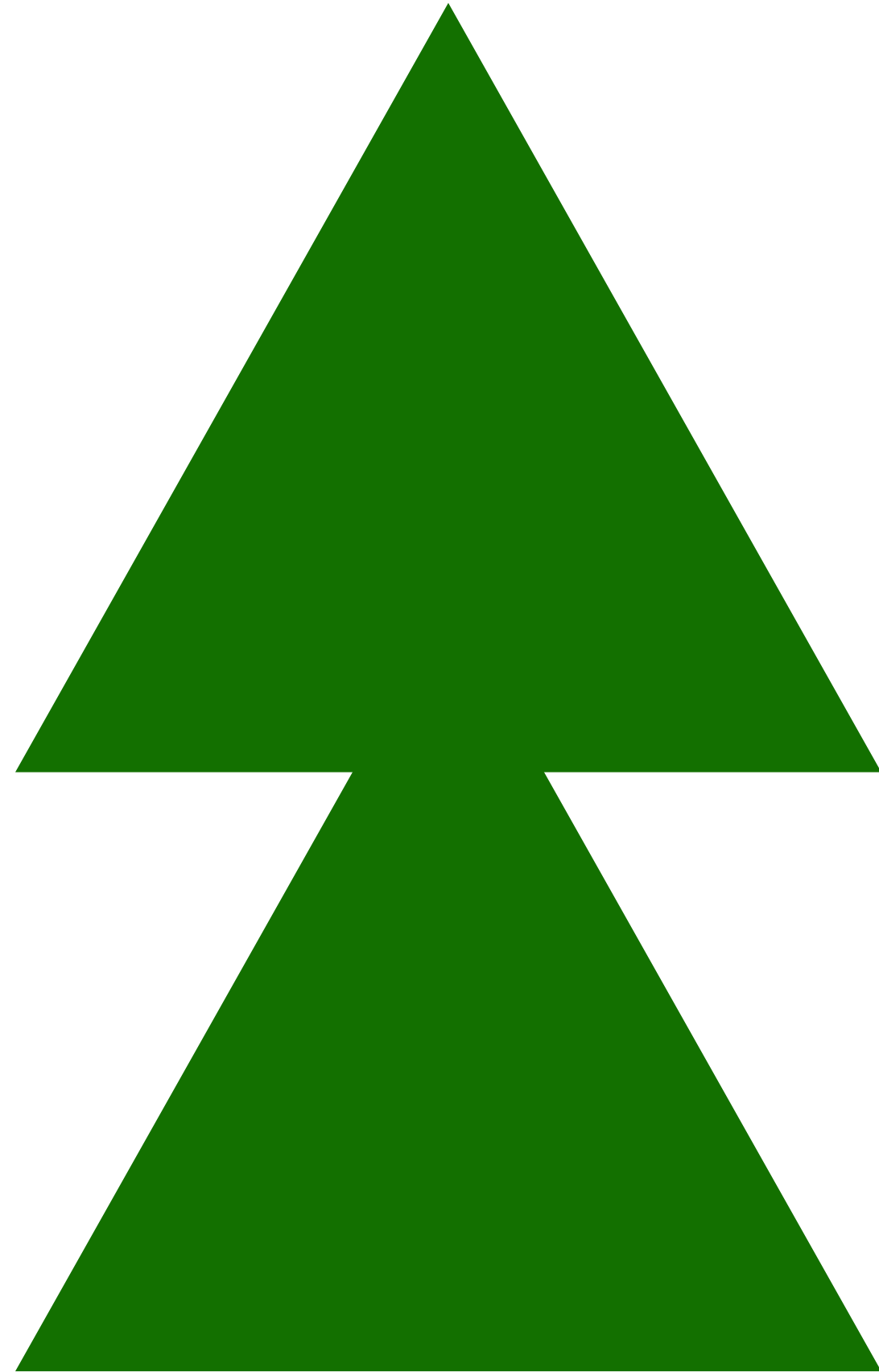- Plan objectives from the Ss perspective

Task sequencing (modeling and scaffolding)

Here is a common sequence for an activity

T

T-Ss

S-S

T

S-S

Ss-T

1. T introduces the activity

2. T models activity with Ss

3. students do the activity

4. T introduces the reporting step

5. students practice/prepare

6. students report to class

Task sequencing (modeling and scaffolding)
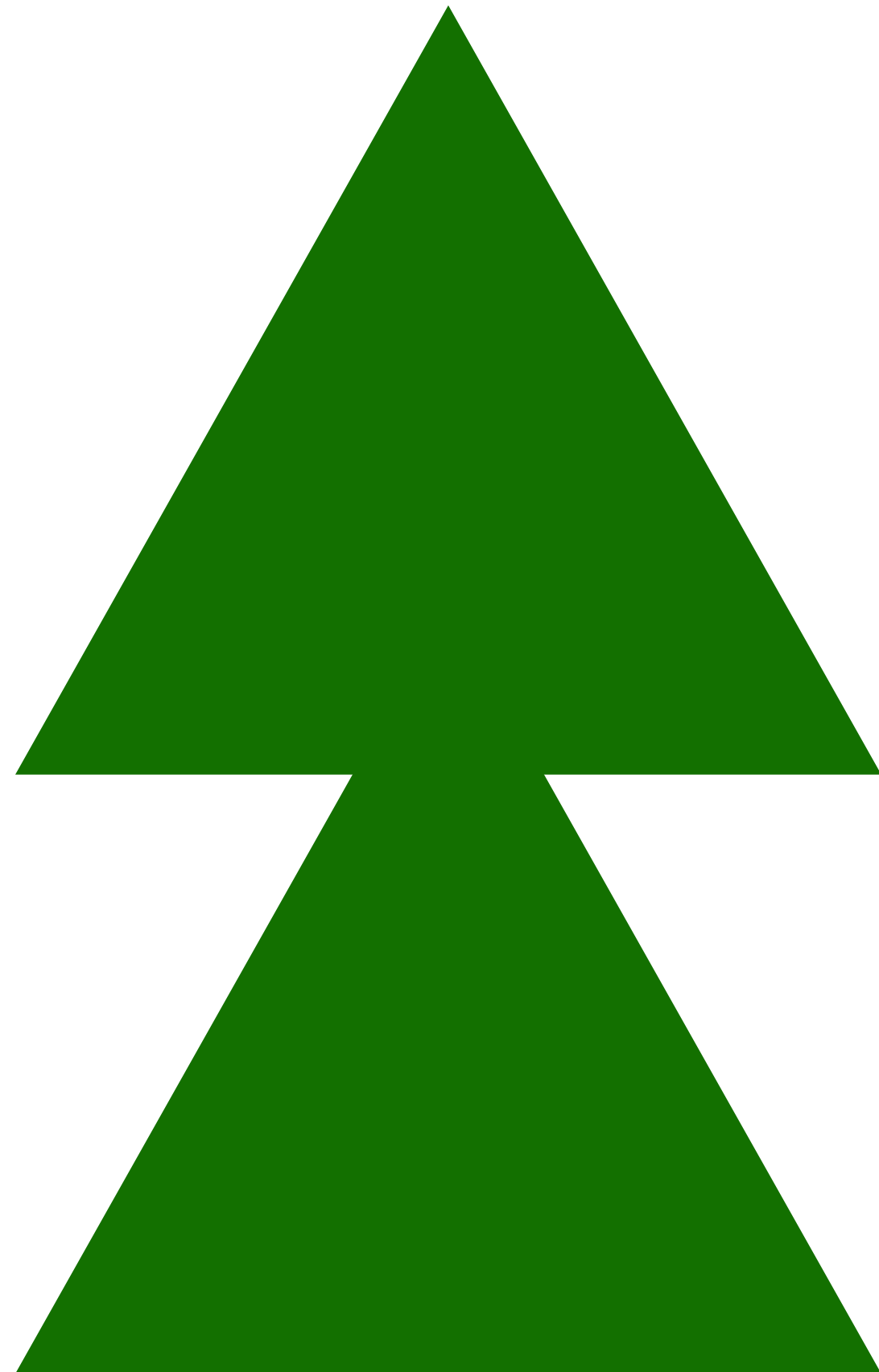
Here is a common sequence for an activity

Question
What does the triangle shape represent?

Task sequencing (modeling and scaffolding)

Here is a common sequence for an activity

Question
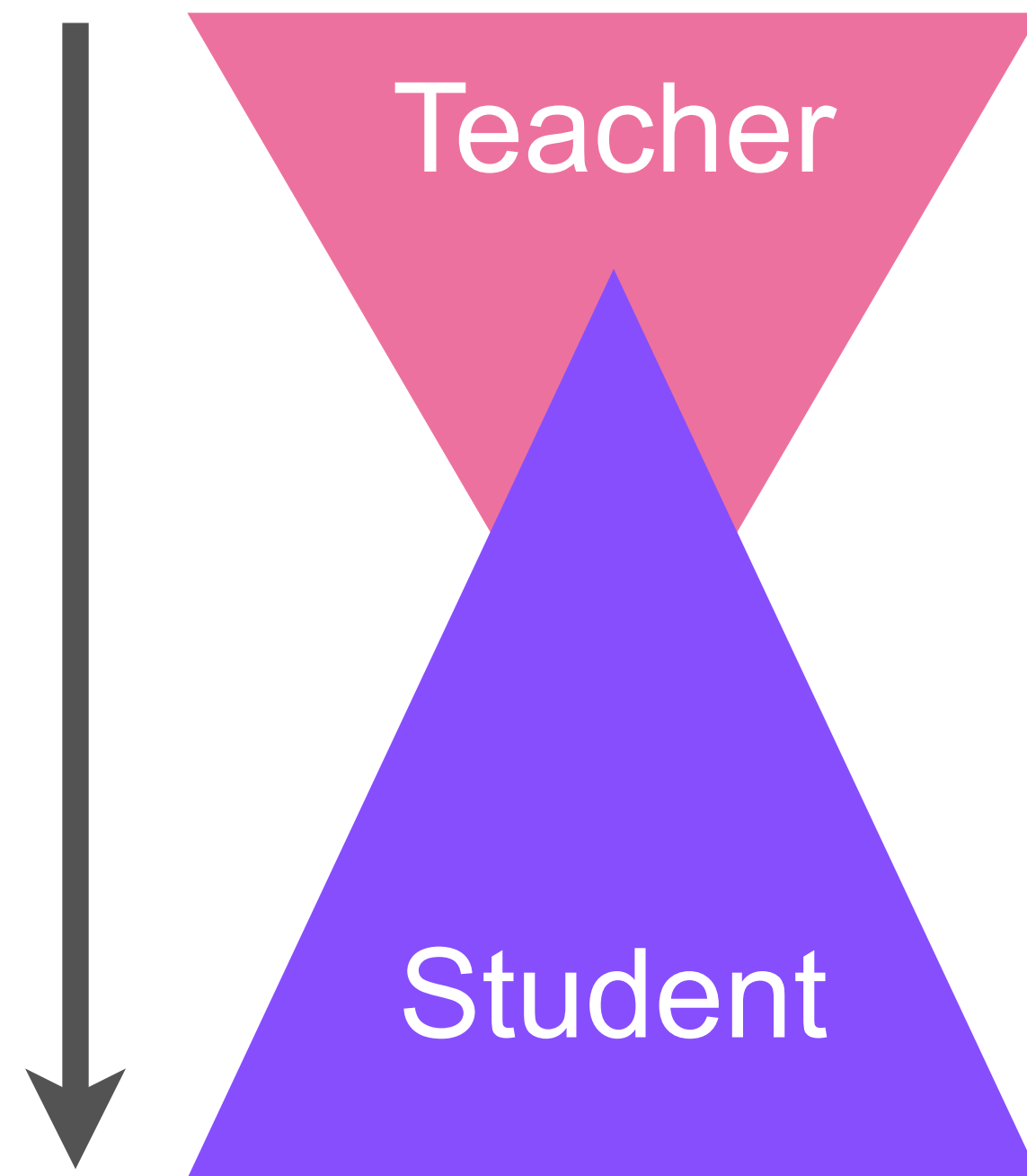What does the triangle shape represent?

It could be:

- Student involvement
- Communication
- Amount of time

Responsibility

The key to **student-centered** teaching is getting the students involved.

A good teacher does **less work** than the students at the end of an activity or lesson.

Final tips

Model language by giving examples (it's usually better to focus on meaning, not explicit teaching)

Model activities by showing how to do them.

Plan lessons and materials with scaffolding. The amount of scaffolding and what you scaffold depends on the age and level of the learner.