**SCAFFOLDING ON MACRO AND MICRO LEVELS**

Scaffolding ranges from macro-level (e.g.planned curriculum progression over time) to micro-level (the pedagogical procedures used in a particular classroom activity). Micro-level scaffolding is often improvised, as the need for it arises spontaneously during ongoing classroom interaction between students or between the teacher and the students.

Below is a list of characteristics related to macro and micro-level scaffolding and to how content-based language learning is made effective.

**Do you consider these characteristics typical to teaching other subjects? What characteristics are better represented and which ones less?**

|  |
| --- |
| **Macro-level – planned scaffolding** |
| * Weave new information into existing mental structures by building on students’ existing knowledge and current language skills in their mother tongue and second language.
* Sequence the tasks so that each task serves as a building block in relation to the subsequent one.
* Develop students’ metacognition by setting explicit learning goals and sharing and assessing them with them.
* Provide effective participation for all students (work in pairs, groups, individually and with the whole class under teacher-direction).
* Support effective student interaction in groups by providing a thinking sheet or set of instructions to help them stay focused.
* Reintroduce concepts cyclically at higher levels of complexity and inter-relatedness and allow students time to develop their understanding of ideas and to self-correct their misunderstandings.
* Do not simplify the curriculum but rather amplify and enrich the linguistic and extralinguistic context, so that students get many opportunities to come to terms with the information involved and may construct their understanding on the basis of multiple clues and perspectives encountered in a variety of class activities.
* Model tasks, activities and anticipated language use. Provide clear examples of what a developing product looks like. Walk students through an interaction or first do the activity together as a class activity. Give examples of appropriate use of language in different genres but also of language functions, such as describing, comparing, summarising, evaluating and so on.
* Accustom your students to analyse and talk about language use. Draw their attention to differences and similarities between written and spoken genres, varieties and languages. Build on their metalinguistic awareness and help them develop it further.
 |

|  |
| --- |
| **Micro-level** |
| * Listen to students’ intended meanings, not for an expected (right) answer. Try to reach their way of thinking.
* Tap into students’ prior experiences.
* Use think alouds, which model your thought process to students as you read a text or solve a problem.
* Remind students of the key points by repeating regularly what has been said.
* Re-word students’ responses in more academic or technical terms in order to highlight the key concepts and expressions to be learnt.
* Provide opportunities for students to say more and rethink and modify their expressions.
* Allow learners time to think and respond. Help them to extend their responses by asking further questions.
* Use visual aids (e.g. graphic organizers, pictures, and charts) to represent ideas and organise information.
* Repeat key information in many ways (orally, visually, in writing).
* Check students’ understanding frequently and in multiple ways.
 |