Scaffolding Techniques for Low-Level Students
"Tell me and I forget. Teach me and I remember. Involve me and I learn." – Benjamin Franklin
AN INSTRUCTOR GENERALLY SAYS 100-200 WORDS A MINUTE AND A STUDENT ONLY HEARS 50-100—HALF.

40%

WORSE YET, IN A TYPICAL LECTURE CLASS, STUDENTS ARE ATTENTIVE JUST 40 PERCENT OF THE TIME.

STUDENTS RETAIN ABOUT 70% OF WHAT THEY HEAR IN THE FIRST 10 MINUTES OF CLASS—AND JUST 20% DURING THE LAST 10 MINUTES.

ADDDING VISUAL AIDS INCREASED RETENTION FROM 14% TO 38%.

ENGAGING THE ACTIVE LEARNER

A PICTURE MAY NOT BE WORTH A THOUSAND WORDS, BUT IT HELPS.

Source: Columbia University
Pre-Loading Vocabulary

1. Select essential vocabulary (4-6 words)
2. Pretest
3. Explicitly teach each word
4. Connect the word to the test
5. Expand on word meanings (other ways the word can be used)
6. Use vocabulary journals/Word Walls
Tap Into Prior Knowledge

- Learn about your students culture
- Think about culturally relevant content
- Think about their interests and how the new material fits
  - (cars, music, art, sports, fashion, etc.)
- Find translations of literature, folktales, and stories from your student’s culture
Visual Aids and Realia

- Helps students understand and remember concepts more easily
- Reduces teacher talking time
- Provides a touchpoint you can refer back to later
Visual Aids and Relia

• Pictures (color photographs tend to be best)
• Timelines/Graphs/Charts
  • Always → Frequently → Sometimes → Rarely → Never
• Opposites
  • (fast/slow, tall/short, cheap/expensive)
• Relia
  • Menus
  • Weather reports
  • Maps
  • Want ad
  • Bus schedules
Think-time and Wait-time

- The key here is Pause
- Give students time to think
Sentence Frames/Starters

• Allows students to produce language they wouldn’t be able to produce on their own
• Helps students respond in complete sentences

• I know....
• I want to know...
• This word reminds me of...
• I think....
• ____ means....
• ____ is the same as (different from)____ because...
Graphic Organizers

• Help visual learners
• Easy way to see relationships between concepts
Cognates and False Cognates

• Words that share a similar meaning, spelling, and pronunciation
• 30-40% of words in English have a related word in Spanish
• Not so much in Chinese...

Jumbo from Kongo

Kowtow from Chinese

Lemon from Arabic

• False cognates look or sound like they should match, but they don’t