

# Scaffolding for L2 Learners\*

## Notes for “Herrell & Jordon” Lessons

Group Names:

Scaffold	How does the lesson support independent building of knowledge?	Classroom strategies, activities, and tasks
Modeling	<p>Clarifies procedures through direct experience.</p> <p>Provides concrete examples of what a student's finished product may look like.</p>	
Bridging	<p>Provides a personal connection between the learner and the theme of the class.</p> <p>Taps into students' prior knowledge relevant to the class theme or lesson.</p>	
Contextualization	<p>Creates a clear, experiential environment that familiarizes new, unknown concepts.</p>	
Schema-Building	<p>Helps students establish connections between and across concepts that may otherwise appear unrelated.</p>	
Text Representation	<p>“Arbitrary” language use is supported with other means of representation</p>	
Metacognitive Development	<p>Supports students' internalization of strategies through a conscious focus.</p> <p>Fosters student autonomy through self-monitoring and self-assessment</p>	

\* Adapted from McGinty/Mendoza-Reis and the work of Aida Walqui 1998