



Review Article

Review of Aida Walqui's Scaffolding Instruction for English Language Learners: A Conceptual Framework

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Abstract: The notion of scaffolding has been given greater importance among educators and within educational circles, especially those advocating the socio-cultural role in enhancing learning. Apparently, this concept, as many other concepts and theories, survived for so many years in the face of the evolving theories and novelties in the field. It has also been refined and expanded to breed other forms of scaffolding. In this sense, this review examined the components of the socio-cultural theory (SCT) as scaffolding can somehow be situated within it. The SCT (socio-cultural theory), which is greatly based on the work of Lev Vygotsky (1896-1934), that helped us understand the way scaffolding functions. To put it differently, an understanding of the SCT-1 made it easier for us to grasp the logic behind the pedagogical scaffolding, since the basic shared assumption is – social-‘interaction’. Besides, the consequences of the social learning that affect learning as well as learners.

Keywords: Scaffolding, Sociocultural Theory, Vygotsky, Pedagogical

1. Introduction

This review scrutinizes the model expounded by the author, Aida Walqui, and how scaffolding can play a role in supporting learners ‘achieve their potential’ (Walqui, 2006, p. 159). This model is mainly an attempt to turn around the pernicious problem that the American schools suffer from; that is the considerable cases of academic failure and dropping out.

In the same tone, the author tries through her model to give applicable types of instructional scaffolding that are not specific only to the examined context, but, as declared in her own words, they can also: “apply to [...] the teaching of academic courses in students’ native languages.” (Walqui, p. 159).

Finally, it should be noted that this report, as well as the presentation delivered beforehand, rely heavily and primarily, on the article written by Aida Walqui (2006).

2. The Consequences of the Social Nature of Learning

Learning from a social perspective has effects on learners on many levels. The way the majority of the society

perceive of the language and culture they -the learners- belong to, hence bring to school, affects to a great extent their performance and achievement. Of course, this is at the global level. Whereas, at the local level learners need to experience a sort of belongingness. This can only be achieved if “students’ culture and language” are “validated and appreciated through classroom practices.” (Walqui, p. 160). These practices will, above all, help learners develop their “academic identity”, since they will be valued, treated with respect, and they are going to recognize the positive expectations from their teachers and peers as well as the consistency there is between the society and the school contents.

3. Learning from a Sociocultural Perspective

Before delving into a detailed explanation of the notion ‘Pedagogical Scaffolding’, the author gives account to the main tenets of Vygotsky’s learning theory, as scaffolding can best be placed within it. Now we shall deal, in brief, with these tenets each in turn:

Scaffolding English Language Learners National Center On Udl

**Tracey E. Hall, Anne Meyer, David H.
Rose**



Scaffolding English Language Learners National Center On Udl:

Universal Design for Learning in the Classroom Tracey E. Hall, Anne Meyer, David H. Rose, 2012-07-30 Clearly written and well organized this book shows how to apply the principles of universal design for learning UDL across all subject areas and grade levels The editors and contributors describe practical ways to develop classroom goals assessments materials and methods that use UDL to meet the needs of all learners Specific teaching ideas are presented for reading writing science mathematics history and the arts including detailed examples and troubleshooting tips Particular attention is given to how UDL can inform effective innovative uses of technology in the inclusive classroom Subject Areas Keywords assessments classrooms content areas curriculum design digital media educational technology elementary inclusion instruction learning disabilities literacy schools secondary special education supports teaching methods UDL universal design Audience General and special educators in grades K 8 literacy specialists school psychologists administrators teacher educators and graduate students

School Success for At-Risk Students Therese M. Cumming, Cathi Draper Rodriguez, 2018-09-06 School Success for At Risk Students A Culturally Responsive Tiered Approach introduces a model that incorporates cultural responsiveness into the familiar three tiered model of behavioural and academic support The model is designed to modify learning environments to support all students identify students at risk and provide a continuum of supports for those who need it The characteristics outcomes and support needs of at risk students are explored in detail These students include those with disabilities those who are English language learners refugees indigenous LGBT students from low SES backgrounds and those who are involved with the juvenile justice or out of home care systems The concepts of cultural responsiveness and competence are defined and discussed then incorporated into a framework that includes the Response to Intervention and Positive Behavioural Interventions and Supports frameworks This revised framework is investigated in regards to theory research and practice The importance of cultural competence for at risk students and ways to improve this in schools are suggested This book is a necessary companion for educators and researchers who have an interest in exploring the nature and context of educating at risk students from the perspective of a culturally responsive multi tiered system of support It will also be of interest to a wide range of individuals working in education with at risk youth including preservice and veteran teachers leadership teams school psychologists and school counsellors as well as teacher educators

Universal Access Through Inclusive Instructional Design Susie L. Gronseth, Elizabeth M. Dalton, 2019-09-06 Universal Access Through Inclusive Instructional Design explores the ways that educators around the world reduce barriers for students with disabilities and other challenges by planning and implementing accessible equitable high quality curricula Incorporating key frameworks such as Universal Design for Learning these dynamic contributions highlight essential supports for flexibility in student engagement representation of content and learner action and expression This comprehensive resource rich with coverage of foundations policies technology applications accessibility challenges case studies and more leads the way to

design and delivery of instruction that meets the needs of learners in varying contexts from early childhood through adulthood

Equitable and Inclusive Teaching for Diverse Learners With Disabilities Socorro G. Herrera, Diane Rodriguez, Robin M. Cabral, Melissa A. Holmes, 2023 The need for teachers who have both the knowledge and the skills to teach students in special education especially students who are emergent bilinguals is more critical today than ever before Assumptions about the assurances outlined in the Individuals with Disabilities Education Act IDEA have led to practices that have limited the scope of opportunities for culturally and linguistically diverse CLD students with disabilities This book examines the intent of special education policy challenges existing systems and explores the promise of using biography driven instruction to transform students learning and enhance their personal growth and community life With a focus on inclusive practices for working with CLD students with disabilities and their families the book examines decision making processes for placement access instruction assessment and evaluation The authors show how inclusionary practices create contexts and conditions for teachers to foster their students academic abilities through authentic care and an ecology of care Book Features Elucidates the challenges faced by educators and support personnel as they navigate and prioritize the needs of CLD students with disabilities in inclusive classrooms Discloses the outdated politically driven inequitable and inconsequential educational opportunities often afforded to CLD students receiving special services Provides a framework for creating learning opportunities grounded in the six principles of IDEA and the personal and academic biography of learners and their families Supports teachers and other staff to maximize four interrelated facets of the CLD student biography sociocultural linguistic cognitive and academic Explores the multiple meanings of inclusion and academic engagement at the intersection of IDEA and biography driven instruction

Culturally and Linguistically Diverse Exceptional Students Elizabeth A. Grassi, Heidi Bulmahn Barker, 2010 Designed for primary and secondary teachers this text connects theory to practice while presenting foundational teaching and assessment practices for culturally and linguistically diverse exceptional CDLE students It examines current and alternative practices explores the multicultural movement and brings together foundational information from special education and ELL bilingual fields to target the specific needs of CDLE students Practical in nature the book and its resources include hands on suggestions for immediate classroom implementation case studies examples of authentic student language and video clips of teachers in action The book is organized into four main sections Understanding student and family backgrounds Strategies for assessment and planning for instruction Strategies for content and language acquisition Strategies for literacy instruction

Recruiting, Preparing, and Retaining STEM Teachers for a Global Generation, 2019-05-27 There is a critical need to prepare diverse teachers with expertise in science technology engineering and mathematics STEM with the skills necessary to work effectively with underrepresented K 12 students Three major goals of funded STEM programs are to attract and prepare students at all educational levels to pursue coursework in the STEM content areas to prepare graduates to pursue careers in STEM fields and to improve teacher education programs

in the STEM content areas Drawing upon these goals as the framework for Recruiting Preparing and Retaining STEM Teachers for a Global Generation the 15 chapters contained herein highlight both the challenges and successes of recruiting preparing and sustaining novice teachers in the STEM content areas in high need schools Recruiting retaining and sustaining highly qualified teachers with expertise in STEM content areas to work in hard to staff schools and geographic areas are necessary to equalize educational opportunities for rural and urban Title 1 students High teacher turnover rates in combination with teachers working out of field leave many students without highly qualified teachers in STEM fields Most of the chapters in this volume were prepared by scholars who received NSF funding through Noyce and are engaged in addressing research questions related to these endeavours Contributors are Lillie R Albert Cynthia Anhalt Saman A Aryana Joy Barnes Johnson Lora Bartlett Brezhnev Batres Diane Bonilla Patti Brosnan Andrea C Burrows Alan Buss Laurie O Campbell Phil Cantor Michelle T Chamberlin Scott A Chamberlin Marta Civil Lin Ding Teresa Dunleavy Belinda P Edwards Jennifer A Eli Joshua Ellis Adrian Epps Anne Even Angela Frausto Samantha Heller Karen E Irving Heather Johnson Nicole M Joseph Richard Kitchen Karen Kuhel Marina Lazic Jacqueline Leonard Rebecca H McGraw Daniel Morales Doyle Sultana N Nahar Justina Ogoto Anil K Pradhan Carolina Salinas David Segura Lynette Gayden Thomas Alisun Thompson Maria Varelas Dorothy Y White Desha Williams and Ryan Ziols

The SAGE Handbook of Special Education Lani Florian, 2013-12-14

The second edition of The SAGE Handbook of Special Education provides a comprehensive overview of special education offering a wide range of views on key issues from all over the world The contributors bring together up to date theory research and innovations in practice with an emphasis on future directions for the role of special education in a global context of inclusion This brand new edition features New chapters on families interagency collaboration and issues of lifelong learning The UN Convention on the Rights of Persons with Disabilities Policy reform proposals Equity and social justice in education The impact of new thinking on assessment Issues and developments in classification The preparation and qualifications that teachers need The Handbook's breadth clarity and academic rigour will make it essential reading for researchers and postgraduate students and also for practitioners teachers school managers and administrators

Universal Design for Learning in the Early Childhood Classroom Pamela Brillante, Karen Nemeth, 2022-04-24

Universal Design for Learning in the Early Childhood Classroom Second Edition focuses on proactively designing PreK through Grade 3 classroom instruction environments and assessments that are flexible enough to ensure that teachers can accommodate the needs of all the students in their classrooms Featuring updated language and examples to elevate discussions about inclusion and access along with a stronger anti bias focus this second edition includes new content on trauma informed practice strength based approaches social emotional learning family partnerships and using remote and virtual technology Highly practical and easy to use this book remains THE essential guide to UDL in the early years

Co-Planning Andrea Honigsfeld, Maria G. Dove, 2021-09-26

Pool your collective wisdom in support of your English learners English Learners ELs and multilingual

learners MLs have double the work of their English speaking peers as they are required to master language and content simultaneously To support this dynamic academic and language development process all teachers need to have an understanding of language acquisition and EL ML specific methodologies along with offering social emotional support to ELs MLs and work in tandem with each other Bestselling authors Andrea Honigsfeld and Maria G Dove have returned with this new resource that complements and expands on their previous titles on co teaching and collaboration by addressing collaborative planning in greater depth Co planning is positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that ELs MLs have access to core content Key features include Practical step by step guidance to starting and sustaining collaborative planning for integrated language literacy and social emotional development An array of checklists templates and protocols for immediate implementation Snapshots from the Field provide real life examples of co planning in action Beautiful full color design with original sketch notes to bring concepts to life QR codes that link to author interviews elaborating on key ideas This substantial guide will assist novice and seasoned educators alike in their move away from isolated practices and help them engage in collaborative planning and professional dialogue about asset based best practices for ELs MLs Teacher Education for Inclusive Bilingual Contexts Patricia Martínez-Álvarez, 2021-12-30 This text demonstrates how collective reflection can function as a central part of effective teacher preparation for work in inclusive bilingual environments Through analysis of rich qualitative data Teacher Education for Inclusive Bilingual Contexts shows how group reflection supports pre service educators to recognize the intersectional circumstances faced by students and understand their identities beyond the possible confines of disability This in turn engenders reconceptualization of standardized expectations and implicates the educator in developing student agency through individualized use of routine language and materials The author offers cultural historical activity theory and disability studies in education as a basis for dialectal interactions to unearth contradictions and misunderstandings surrounding language acquisition and the learning of emergent bilinguals and highlight the ways in which educators can disrupt oppressive practices through expansive learning opportunities This insightful volume will be of interest to researchers scholars and postgraduate students in the fields of inclusive education and disability studies bilingual and language education and teacher education The Practical Guide to High-Leverage Practices in Special Education Ruby L. Owiny, Kyena Cornelius, 2024-06-01 Designed for teacher preparation programs as well as teacher professional development The Practical Guide to High Leverage Practices in Special Education The Purposeful How to Enhance Classroom Rigor is the first book of its kind to introduce multiple HLPs working in tandem to implement evidence based practices EBPs The Practical Guide to High Leverage Practices in Special Education is a powerful tool for those dedicated to improving student outcomes Planned with the practitioner in mind the text s main objective is for teachers to recognize EBPs as what they teach and HLPs as how they teach The book is written with a focus on inclusive education making it a valuable resource for both

general and special educators What s included in The Practical Guide to High Leverage Practices in Special Education A focus on one HLP per chapter and descriptions of connected HLPs and how to use them for implementing featured EBPs Classroom scenarios for both elementary and secondary classrooms Tables of the crosswalks of connected HLPs and EBPs with resources for further learning The Practical Guide to High Leverage Practices in Special Education The Purposeful How to Enhance Classroom Rigor provides educators with the understanding of how HLPs and EBPs connect to effectively implement them for student success and is also an effective teaching and learning tool for teacher education preparation programs **Differentiated Literacy Instruction for English Language Learners** Alice L. Quirocho, Sharon H.

Ulanoff, 2009 Differentiated Literacy Instruction for English Language Learners assists teachers in developing a multifaceted approach to successful instruction uniquely clarifying the critical role of culture and language in working with English language learners Carefully crafted chapters guide literacy educators from initial assessment to the development of successful differentiated instruction Drawing on their vast experience with teaching English Learners Alice Quirocho and Sharon Ulanoff offer teachers a myriad of practical strategies lots of authentic teacher examples and detailed lesson plans They identify how to build English skills with English learners at every developmental level In addition the authors also feature a chapter detailing the steps necessary to reach English learners who have been identified for special education a topic infrequently covered in other texts The explicit lesson plans field studies and classroom vignettes crystallize the theories presented in this text Teachers will find that Differentiated Literacy Instruction for English Language Learners promotes a personalized approach to English learning that will prove to be a vital tool for anyone hoping to maximize their students potential What reviewers say The authors know their field and they recognize and confirm teachers abilities and expertise to enhance English language learners content literacy development Janet Richards University of South Florida I think the authors do a wonderful job connecting theory to practice The writers do an excellent job of writing a clear and interesting text Debra Price Sam Houston State University There is much value in the pedagogical features of this book I have never seen such an extensive explanation of language acquisition and the different ways teachers can assess English learners I think that it will be the best book on the market in this regard Deanna Gilmore Washington State University

The Wiley Handbook of Diversity in Special Education Marie Tejero Hughes, Elizabeth Talbott, 2017-01-03 The Wiley Handbook of Diversity in Special Education is a state of the art reference showcasing cutting edge special education research with a focus on children and youth with disabilities from diverse cultural ethnic linguistic and economic backgrounds Cutting edge special education research focusing on children and youth with disabilities from diverse cultural ethnic linguistic and economic backgrounds An authoritative contribution to the field this work charts a new path to effective interventions and sets an agenda for future research Addresses disabilities from an international perspective *Universal Design for Learning (UDL) in an Era of Virtual Learning* Joseph Casbarro, Ph.D., 2021-01-18 With the ever increasing use of online learning in K

12 education it is critically important for teachers to vary instruction to meet the wide range of individual learning styles and student diversity whether teaching a class remotely or in person Universal Design for Learning UDL makes instruction whether in person or virtual more accessible for all students and it can help teachers overcome challenges that come with remote teaching and learning This quick reference laminated guide provides an overview of UDL and recommends UDL strategies for providing multiple means of representation multiple means of expression and multiple means of engagement for students in grades K 12 who are learning entirely virtually in a hybrid model or in person It lists best practices for incorporating UDL in English Language Arts and Mathematics presents a UDL planning framework and discusses other frameworks that support UDL in the classroom **Inclusion Coaching for Collaborative Schools** Toby J.

Karten,2013-05-14 Be the coach who leads your team to inclusion success You're already the go-to expert for help with inclusion practices Now you can take your advocacy to the next level As an inclusion coach you'll guide your school team in implementing the very best inclusion strategies for achieving quantifiable results With planning sheets curriculum examples and other practical tools Karten's hands-on guide will help you Establish your own coaching baselines Introduce research-based strategies for lesson planning instruction and recording data Engage staff in reflective and collaborative inclusion practices Manage challenges including scheduling and co-teaching responsibilities **Collaboration for Multilingual**

Learners With Exceptionalities Andrea Honigsfeld,Audrey Cohan,2024-07-16 Discover models strategies and real life stories to strengthen your collaborative practices Cooperation coordination of services and impactful collaboration are critical to the success of multilingual learners with exceptional needs Written by experts in the fields of language and literacy development equity and special education this practical guide emphasizes the power of partnership and inclusive pedagogy to transform educational practices for culturally and linguistically diverse students Through six comprehensive chapters the book offers strategies for effective co-planning co-assessment and co-teaching while emphasizing the importance of cultural diversity and equitable classroom-based approaches for students with exceptionalities Each chapter includes opening sketch notes offering a visual representation of key ideas anchor and reflection questions and additional resources for extended professional learning Other unique features include Real life scenarios of successful collaborative practices and innovations developed by educators of dually identified multilingual learners Leadership specific recommendations to support the success of initiatives for multilingual learners with exceptional needs Essential tools and protocols to implement equitable classroom-based approaches for creating inclusive collaborative learning environments Both a practical guide and an urgent call to action this book supports educators districts and communities to embrace collaboration combine their professional expertise and use shared voices to advocate for multilingual learners with exceptionalities **Scaffolding Assessments for**

English Language Learners in a High School Child Development Class Christine Heslop,Weber State University.

School of Education,2005 *The Apple Shouldn't Fall Far from Common Core* Denise Skarbek,2015-12-18 The purpose of

The Apple Shouldn't Fall Far From Common Core Teaching Techniques to Include All students is to offer teacher candidates teachers teacher educators administrators and other education professionals evidence based interventions to use when developing and implementing common core state standards or adopted state standards to children considered at risk English Language Learners and students having disabilities Certain evidence based interventions are offered in this book with the hope that readers will utilize the chapter author's experiences and knowledge to inform their own practices The evidence based interventions selected for this book are considered common across the different accreditation bodies and critical for common core implementation Other evidence based interventions have been selected for this book because they are important to the professional discourse and present additions to the more mainstream teaching such as differentiation of instruction universal design of instruction and adaptations to the lessons such as accommodations are presented

What Impact Does Scaffolding Have on Level-1 Students Learning English as a Second Language? Fanny Aurora Romero Aguilar, 2020

High Point Alfredo Schifini, Deborah Short, Josefina Villamil Tinajero, 2001 A standards based program with specialized strategies for English learners

This book delves into Scaffolding English Language Learners National Center On Udl. Scaffolding English Language Learners National Center On Udl is a vital topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Scaffolding English Language Learners National Center On Udl, encompassing both the fundamentals and more intricate discussions.

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 - Chapter 5: Conclusion
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 6. In chapter 5, this book will draw a conclusion about Scaffolding English Language Learners National Center On Udl. This chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Scaffolding English Language Learners National Center On Udl.

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