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Scaffolding Language

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Scaffolding Language Scaffolding Learning

Lesley Wing Jan



Scaffolding Language Scaffolding Learning:

Scaffolding Language, Scaffolding Learning Pauline Gibbons, 2015 The bestselling *Scaffolding Language Scaffolding Learning* helped tens of thousands of mainstream elementary teachers ensure that their English language learners became full members of the school community with the language and content skills they needed for success In the highly anticipated Second Edition Pauline Gibbons updates her classic text with a multitude of practical ideas for the classroom supported by the latest research in the field of ELL ESL With clear directions and classroom tested strategies for supporting students academic progress Gibbons shows how the teaching of language can be integrated seamlessly with the teaching of content and how academic achievement can be boosted without sacrificing our own vision of education to the dictates of knee jerk accountability Rich examples of classroom discourse illustrate exactly how the scaffolding process works while activities to facilitate conversation and higher level thinking put the latest research on second language learning into action

Scaffolding Language, Scaffolding Learning Pauline Gibbons, 2002 Gibbons begins with a strong theoretical underpinning for her practice drawing on a functional model of language sociocultural theories of learning and current research on second language development After supporting her view that the regular curriculum offers the best language learning environment for young ESL students Gibbons demonstrates the ways in which content areas provide a context for the teaching of English skills from speaking and listening to reading and writing These skills can be integrated in the learning of diverse subjects as Gibbons illustrates with a wide range of teaching and learning activities across the curriculum supplemented with programming and assessment formats and checklists **BOOK JACKET** **Taking the PYP Forward** Simon Davidson, Steven Carber, 2009

The International Baccalaureate Primary Years Programme stands in a proud tradition of reflective educators incorporating best practice into international schools For the PYP to maintain relevance in education today inquiry has to be rethought refreshed and reapplied *Taking the PYP Forward* does exactly that Raising many questions and recognising the new challenges facing educators this collaborative work brings together voices from both within and outside of the PYP

Intending to broaden our view of inquiry and circulate fresh thinking about the relevance of the PYP for all areas of learning this is an essential contribution **Mehrsprachigkeit in der Schule** Eva Blumberg, Constanze Niederhaus, Anne

Mischendahl, 2024-02-28 Eine Aufgabe der Schule der Migrationsgesellschaft ist es allen Sch lerinnen und Sch lern eine gleichberechtigte Teilhabe am gemeinsamen Lernen zu erm glichen Mit Blick auf die sprachliche Vielfalt der Sch lerinnen und Sch ler ist die sprachbildende Gestaltung des Unterrichts hierf r eine wichtige Bedingung Im Mittelpunkt dieses Buchs stehen das Lernen und Lehren vor im und nach dem Sachunterricht der Grundschule Dieser bietet aufgrund seiner Vielperspektivit t zahlreiche Ankn pfungspunkte f r Sprachbildung im Kontext von Mehrsprachigkeit auch an den berg ngen vom Elementarbereich in die Grundschule und von dort in die Sekundarstufe Im Kontext von Sprachbildung werden der vorschulische Bereich der Sachunterricht und die sachunterrichtsbezogenen F cher der weiterf hrenden Schulen sowie

Aspekte der LehrerInnenbildung und weitere aktuelle Herausforderungsbereiche beleuchtet **Fachdidaktik Deutsch**
Tatjana Jesch, 2020-06-22 Diese Deutschdidaktik verbindet Sprach und Literaturdidaktik unter Beachtung des Zweitspracherwerbs Sie bietet eine multimedial ausgerichtete Systematik zur Orientierung in den Anforderungsbereichen des Faches Deutsch Zudem nimmt das Lehrbuch eine schulstufen bergreifende Perspektive ein die von der Vorschulzeit aus ber die Primarstufe bis hin zur Sekundarstufe II reicht Phasen und Formen der Lese und literarischen Sozialisation sowie der Lesef rderung werden einschl gigen wissenschaftlichen Modellen folgend von Schulstufe zu Schulstufe variiert Dies geht einher mit Einblicken in die deutschdidaktische Empirie Dar ber hinaus werden Erkenntnisse der englischsprachigen Forschung zum Schrift Bildungs und Fachspracherwerb sowie zum Leseverstehen aufgegriffen St rkere Aufmerksamkeit als blich erf hrt hier die Dual Coding Theorie der zufolge Textrezeption unter Ansprache aller Sinne geschieht Sprachliche Bildung Elvira Topalovic, Julia Settinieri, 2023-03-13 Spracherfahrungen die Kinder vor der Schule machen werden in den Bildungsstandards als Ausgangspunkt f r die schulische Sprachbildung verstanden und das gilt auch f r die sp teren schulbiographischen berg nge Zum Professionswissen von Lehrkr ften geh rt es daher auch linguistisch spracherwerbstheoretisch didaktisch und methodisch fundiert mit folgenden Fragen umgehen zu k nnen Wie werden Sprachen erworben und wie entwickeln sich Sprachhandlungsf higkeiten weiter Wie k nnen die Sprach en repertoires von Lernenden modelliert werden Wie kann eine durchg ngige Sprachbildung von der Primar bis hin zur Oberstufe gestaltet werden Und schlie lich Wie k nnen die sprachlichen Entwicklungs und Bildungsprozesse analysiert und beim sprachlichen und fachlichen Lernen in einem adaptiven Unterricht unterst tzt werden Dieser Band vermittelt angehenden Lehrkr ften Hintergrundwissen und Handlungssicherheit f r das Gestalten sprachlicher Bildungsprozesse in Schule und Unterricht

Handbuch Deutsch als Fach- und Fremdsprache Michael Szurawitzki, Patrick Wolf-Farré, 2024-08-19 Das Interesse an Deutsch als Fremdsprache hat weltweit in den letzten Jahren weiter zugenommen Bisher wurde dabei noch nicht in ausreichendem Ma e ber cksichtigt dass DaF heute meist zu beruflichen Zwecken und mit gezielten professionellen Absichten gelernt wird Dieses Handbuch begegnet erstmals dem zunehmenden Interesse am Deutschen als Fremdsprache mit einem besonderen Augenmerk auf die fachliche Kommunikation Hierzu wird nach einer Einf hrung das Themengebiet zun chst theoretisch abgesteckt Anschlie end werden historische Fragestellungen vom Mittelalter bis in die Gegenwart er rtert Auch die aktuelle Rolle des Deutschen angesichts der internationalen Dominanz des fachsprachlichen Englisch kommt hier in den Fokus Weiter wird auf allgemeine sprachliche Charakteristika und didaktische Perspektiven eingegangen wobei alle linguistischen Kernbereiche abgedeckt werden erg nzt um u a Stilistik Textualit t Barrierefreiheit und Migrationskonstellationen Den didaktischen M glichkeiten ist ein eigenes Kapitel gewidmet Es folgen Kapitel zu fachsprachlichen Textsorten und Kommunikationsformen auf Deutsch sowie Artikel zu disziplin ren Aspekten und internationalen Perspektiven Das Handbuch soll richtungsweisende Impulse im Bereich DaFF setzen und als

Nachschlagewerk für die Beschäftigung in Studium, Forschung und Lehre fungieren **Sprachliche Bildung und Deutsch als Zweitsprache in den geistes- und gesellschaftswissenschaftlichen Fächern** Kristina Peuschel, Anne Burkard, 2019-09-09. Sprachliche Heterogenität in der Schule sowie der lehr- und ausbildungspraktische Umgang mit ihr sind zu einem der wichtigsten Querschnittsthemen der Lehrkräftebildung avanciert. Das Studienbuch nimmt die hierfür zentralen Fragestellungen in den Blick und verfolgt das Ziel, Lehramtsstudierende der geistes- und gesellschaftswissenschaftlichen Fächer kompakt theoretisch fundiert und in hohem Maße praxisrelevant auf die Herausforderung der sprachlich fachlichen Bildung von Schüler:innen in den entsprechenden Schulformen der Sekundarstufen I und II vorzubereiten. Das Studienbuch schlägt eine Brücke zwischen fachbergreifenden linguistischen, erziehungswissenschaftlichen und migrationspädagogischen Grundlagen des Umgangs mit sprachlicher Heterogenität in der Schule auf der einen Seite und fachdidaktischen Ansätzen aus den geistes- und gesellschaftswissenschaftlichen Fächern der schulischen Bildung auf der anderen Seite. Während für die MINT-Fächer in den letzten Jahren einige Publikationen im Bereich Sprachförderung und sprachlicher Bildung vorgelegt wurden, gibt es für die geistes- und gesellschaftswissenschaftlichen Fächer bisher kaum entsprechende Studienbücher. Dabei sind fachsprachliche Fähigkeiten und Sprachsensibilität gerade auch für diese Fächergruppen von großer Bedeutung für die Teilhabe und den Lernerfolg. Das Buch stellt in einem ersten Teil fachbergreifendes Grundlagenwissen bereit und zeigt bergange in die jeweiligen Fächer und Fächergruppen auf. Der zweite Teil des Buches greift spezifische Fächergruppen und einzelne Fächer heraus und stellt in einer Reihe von Kurzbeiträgen verschiedener Autor:innen fachdidaktische Ansätze zu sprachsensiblen sprachförderndem und sprachlich fachlich bildendem Unterricht für die Sekundarstufen vor.

Der Scaffolding-Ansatz nach Pauline Gibbons im sprachsensiblen Fachunterricht Victoria Theis, 2015-02-18. Studienarbeit aus dem Jahr 2015 im Fachbereich Didaktik für das Fach Deutsch Pädagogik Sprachwissenschaft, Note 1,3 Universität Hildesheim. Stiftung Veranstaltung Sprachsensibler Fachunterricht Sprache Deutsch. Abstract: Eine Möglichkeit zur Realisierung eines sprachsensiblen Fachunterrichts bietet Pauline Gibbons mit Hilfe ihres Scaffolding-Ansatzes. Dieser Ansatz wird in der vorliegenden Arbeit näher betrachtet, und es wird versucht, auf folgende Fragen eine Antwort zu bekommen: Welche Probleme tauchen bei der Aneignung einer Fachsprache von DaZ, DaF, SuS auf, und welche Merkmale müssen beachtet werden, um einen sprachsensiblen Fachunterricht im Sinne des Scaffolding nach Gibbons zu konzipieren? Zunächst wird in Kapitel 2 auf die sprachlichen Varietäten eingegangen, mit denen SuS in der Institution Schule konfrontiert werden. Besonderes Augenmerk wird hier auf die sprachlichen Anforderungen an DaZ, DaF, SuS gerichtet. In Kapitel 3 wird als erstes die Alltagssprache von der Fachsprache abgegrenzt, um in einem zweiten Schritt die Merkmale der Fachsprache auf der Wort-, Satz- und Textebene herauszustellen, und diese mit den Erwerbsschwierigkeiten der SuS in Beziehung zu setzen. Die Definition von Scaffolding sowie die theoretischen Grundgedanken werden im darauffolgenden Kapitel behandelt. Zudem werden hier auch Vygotskis soziale Lerntheorie und Hallidays funktionale Sprachtheorie mit einbezogen, da diese wie aufgezeigt wird, einen wichtigen

Beitrag zum Scaffolding Ansatz nach Gibbons leisten In Kapitel 6 werden die drei Kategorien des Scaffolding Ansatzes genau betrachtet und Kriterien aufgestellt mit deren Hilfe ein sprachsensibler Fachunterricht im Sinne des Scaffolding Ansatzes nach Gibbons durchgeführt werden kann Das darauf folgende Kapitel bietet einen Überblick über empirische Studien welche die Effektivität des Scaffolding belegt Um eine Umsetzungsmöglichkeit des Scaffolding zu verdeutlichen wird in Kapitel 7.2 eine Unterrichtsstunde für den Religionsunterricht beschrieben welche nach den Kriterien eines sprachsensiblen Fachunterrichts im Sinne des Scaffolding kreiert wurde Das Resümee fasst noch einmal die wichtigsten Erkenntnisse zusammen und bietet einen Ausblick über die zukünftige Entwicklung eines sprachbewussten Fachunterrichts Teaching Learners of English in Mainstream Classrooms (K-8) Linda New Levine, Mary Lou McCloskey, 2009 Teaching Learners of English in Mainstream Classrooms is a unique resource designed to help K-8 classroom teachers integrate language learning into the content curriculum This book helps teachers teach their grade level curriculum even though they may have English language learners in their classrooms By using the strategies provided teachers can promote content achievement for all of their students Specifically written for content teachers Linda New Levine and Mary Lou McCloskey's clear and friendly writing style emphasizes practical application of known second language learning principles The authors offer classroom teachers practical strategies and tools to integrate content and language learning accelerating the academic achievement of their students Techniques for developing reading writing and speaking skills in the content areas are also emphasized

Sprachsensibilität als Unterrichtsprinzip. Subjektive Theorien von Geschichtslehrkräften zum Zusammenhang des sprachlichen und fachlichen Lernens Arthur Kutzmann, 2023-08-28 Masterarbeit aus dem Jahr 2022 im Fachbereich Didaktik Geschichte Note 1,3 Westfälische Wilhelms Universität Münster Didaktik für Geschichte Sprache Deutsch Abstract Spätestens mit der Schule betreten Kinder und Jugendliche ein neues sprachliches Milieu in dem sie mit einem neuen sprachlichen Register konfrontiert werden der sogenannten Bildungssprache Seit diverse Schulleistungsstudien wie PISA IGLU und der nationale IQB Bildungstrend belegen konnten dass bildungssprachliche Kompetenzen die wesentliche Voraussetzung zum Lernen und für den Schulerfolg darstellen steht die Bildungspolitik seit den frühen 2000er Jahren vor der Aufgabe sprachliche Bildung und Förderung als Lehr- und Lernkonzept zu installieren und unter den Chiffren Sprachsensibilität Sprachförderung oder Sprachbildung langfristig zu etablieren Dies gilt insbesondere vor dem Hintergrund der zunehmenden kulturellen Heterogenität und der aufgrund wachsender digitaler Kommunikation ohnehin defizitären bildungssprachlichen Voraussetzungen In den folgenden Jahren verlieh die Disziplin der Sprachdidaktik diesem Postulat Nachdruck indem beispielsweise Gogolin Gomolla und Lange heraus hoben dass gerade bildungssprachliche Kompetenzen zur Produktion von diskursiven und narrativen Texten und für den Schulerfolg unerlässlich sind Weil in der Regel jedoch nicht die Bildungssprache sondern die Alltagssprache die Lernvoraussetzung und das Lernmedium der Lernenden darstellt wurden die Lehrkräfte vermehrt angewiesen neben fachlichen auch die bildungssprachlichen Kompetenzen ihrer Schülerschaft zu fördern

rdern um heterogenit ssensibel auf die Bildungs und Chancenungleich zu reagieren und gesellschaftliche Teilhabe zu gew hrleisten Write Ways Lesley Wing Jan,2009 Teacher reference resource on the teaching of text types for primary school students i e how to write in different styles and genres Provided by publisher **How to Align Literacy Instruction, Assessment, and Standards** Nancy L. Akhavan,2004 In this book Nancy Akhavan details the stories and strategies that enabled her school to move from under performing status to one in which students achieve and teachers have a whole new understanding of targeted instruction sensitive assessment and meaningful curriculum There is much to appreciate in what she says from her attention to thinking small and understanding the power of the details her emphasis on planning and goal setting to the seriousness with which she takes the standards and incorporates them into the life of the classroom Drawing on the work of the best in the business Lucy Calkins David and Yvonne Freeman and Tony Alvarado Akhavan made professional development the heartbeat of her school as she helped her faculty understand that their work begins and ends with continuous assessment of their students Now she helps readers of her book learn how child centered assessment leads to strategic instruction how to best support multilingual learners how to organize for yearlong learning how to think through precise workshop instruction in minilessons how to develop meaningful curriculum around units of study how to create a vibrant school community where standards and accountability stem from regular assessment and examination of instructional practices Akhavan provides immediately useful information for any elementary teacher principal or curriculum developer Read her book and understand how to use standards as a way to connect meaningful instruction to students not as a bar that students have to reach or a barrier to real teaching and learning **Early Literacy Development in a First Grade Two-way Immersion Classroom** Manuel G. Correia,2004 The CATESOL Journal ,2007 **Social Interactions in Multicultural Settings** Margarida César,Kristiina Kumpulainen,2009 Multicultural issues are part of the agenda for researchers academics and politicians The new technologies have brought multiculturalism into our professional and personal lives opening new possibilities for social interactions among people from different countries cultures ages and gender Being able to deal with diversity including other cultures is a must in the 21st century This book is an opportunity to read narratives about social interactions in multicultural settings and to discuss the role they play in the construction of school and social achievement It is not only a book on multiculturalism It is also a multicultural book including an introduction and 13 chapters from authors representing 11 countries and many more cultures It is a journey that brings you through different settings situations and scenarios describing them vividly so that the reader can have an authentic taste of them This is a book that researchers academics teachers policy makers and politicians should read It illuminates many of the problems related to multiculturalism But it also reports on educational experiences and forms of interacting that help solving these problems It also illustrates the barriers that still exist and that keep many persons apart from equity Moreover due to its narrative mood the descriptions of what happens in different educational systems and episodes that could happen to us all including our kids

this is a book for parents youngsters and all the ones interested in knowing other cultures After all education is an issue that is related to each human being We are all cultural individuals who need to interact with each other Thus this is a book to learn how social interactions in such a demanding multicultural world can help us live in peace and understand each other

Language & Learning Marie Emmitt,Linda R. Komesaroff,John Pollock,2006 The fourth edition of Language and Learning continues to provide an explanation of language acquisition and use for Australian teacher education students and teachers The aspects of language explored include the purposes and uses of language the linguistic basis of language language learning the influence of new technologies on language and learning and the implications of language knowledge for teaching Back cover ed *A Longitudinal Case Study of a Latina Bilingual Teacher Promoting Academic Literacy Through Social Studies Instruction* Margaret Elizabeth Beddow,2008

Teaching Young Children a Second Language Tatiana Gordon,2007 The last two decades have yielded some important research on how first and second generation immigrant children live and study in the United States In particular there are some significant findings that concern young children s second language development This book provides an overview of recent linguistic and methodological research and examines the ways in which new theoretical findings can inform classroom practice Gordon is particularly concerned with ways of rendering instruction intellectually challenging and exciting in the primary level ESL classroom

Reading/writing Connections in the K-2 Classroom Leah Mermelstein,2006 Reading Writing Connections in the K 2 Classroom demonstrates how through careful explicit assessing planning and teaching every student can understand the relationship between reading and writing The text is filled with practical classroom strategies based on both theory and research Focused on the goal of understanding the relationship between reading and writing the text demonstrates how to move students between the two to become more skillful readers and writers In three parts the text explores the essential understandings needed to use the reading writing connection demonstrates how planning helps to use the reading writing connection and outlines teaching strategies to use the connection to strengthen your everyday encounters with students Assessment is integrated into each chapter providing a clear image of what it looks like to assess in the service of student learning Practical ways to integrate phonemic awareness phonics word study and spelling into planning and teaching reading and writing are incorporated throughout Word study is integrated into every chapter to ensure a systematic approach to the topic

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