

## **Intervention: Bilingual/ESL Instructional Strategies for ELL Students**

### **Academic Language Scaffolding**

**(Upper Elementary Grades 3-6; Intermediate Grades 7-8; High School 9-12)**

The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency that we described above (Chamot & O'Malley, 1994; Cummins, 1981).

Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context.

*(See Gibbons [2002] for specific scaffolding strategies.)*

From: Strategies & Resources for Mainstream Teachers of ELLs-NWREL (2003)  
<http://www.nwrel.org/request/2003may/textonly.html>