



RESEARCH SEMINAR SERIES

Scaffolding as ‘Shaping’

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May 21, 2020 (Thursday)

17:00 – 18:15

The session will be conducted through Zoom

(Online Registration: Please register at

https://hkuems1.hku.hk/hkuems/ec_regform.aspx?guest=Y&ueid=69188 by May 20, 2020 (Wednesday). The meeting ID will be sent to registrants by email.)

Abstract:

Much attention has been devoted in recent years to the importance of scaffolded instruction. Scaffolding refers to the linguistic support provided by teachers as and when it is needed by learners in open class interaction. When done well, scaffolding clearly provides learners with the kind of support they need to help them clarify intended meaning or express an idea or argument more clearly. In this talk, I argue that the process of scaffolding is a complex, interactional skill which requires considerable mental agility and sensitivity on the part of the teacher. Rather than simply providing linguistic ‘props’, I suggest that a more important aspect of scaffolding is the extent to which teachers are able to ‘shape’ learner contributions. Shaping considers the ways in which teachers help learners articulate their intended meaning by, for example, paraphrasing, reformulating, extending, clarifying or simplifying learner language. Using video-recordings of second language classrooms, this talk will look at what teachers ‘do’ with student contributions in open-class interaction and consider how a teacher’s ability to shape learner contributions may assist the learning process. A detailed analysis of shaping reveals that teachers may create or hinder opportunities for learning; such an analysis may also help improve approaches to feedback – regarded by many teachers and researchers as the most important element in any learning environment.

~ ALL ARE WELCOME ~

For enquiries, please contact the Office of Research, Faculty of Education at hkchow@hku.hk.