

عنوان مقاله:

Teacher Scaffolding in English-Medium Content-Based Instruction : Modes of Classroom Interaction

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خلاصه مقاله:

The provision of scaffolding entails contingent assistance given to learners. Despite the proliferation of research on scaffolding, scant attention has been devoted to studying the modes of classroom interaction in fulfilling various scaffolding intentions in content-based instruction (CBI). To narrow the gaps, the present qualitative study embarked on an investigation of science teachers' scaffolding in four modes proposed by Walsh (۲۰۰۶), namely managerial, classroom context, skills and systems, and materials modes. Four science teachers participated in this qualitative study, and ۱۲ sessions of science classes were observed and analyzed deductively based on four classroom modes through conversation analysis (CA). The content analysis of the videotaped recordings indicated that managerial and materials modes were frequently used to enhance students' comprehension and develop classroom interaction. The findings evidenced that pedagogical objectives were mostly related to cognitive structuring, contingency management, and direction maintenance requirements. Furthermore, the findings revealed that students' engagement and involvement through recruiting interest was the only scaffolding intention employed in all four modes to involve students in the learning process. The findings can provide insights to teachers and teacher educators in the realization of distinct scaffolding intentions in various classroom modes by delineating the interrelationship between language use and teaching purpose.

کلمات کلیدی:

(Scaffolding, Classroom Modes, Content-Based Instruction (CBI), Science Classes, Conversation Analysis (CA

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