Some Strategies for Teacher Explanations

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The following are some strategies to provide a signposted pathway in delivering a lesson. For general principles related to development and implementation of EMI courses, please see Adamson and Choi (2014), which is available for download on the website.

Review
E.g. Yesterday we talked about some of the differences between academic writing and informal writing.

Advance organizer
Today we will learn about hedging devices and how to quote someone else’s ideas.

Referring to visual
If you look at the screen, you will see a list of hedging devices.

Sequence of time
Before we look at these words and phrases, I will explain what hedging devices are.

Defining
Hedging devices are words or phrases whose job is to make things less certain.

Paraphrasing
In other words, hedging devices make us sound cautious.

Explanation
The reason is that academics are very conservative.

Repetition
So hedging devices are words or phrases which make what we say less certain.

Giving examples
Some very common examples are “may,” “appear” and “is believed to”
Providing visual input
(Write down the three noun groups on the blackboard)

Demonstrating
For example, if we say “This approach is effective because most participants’ self-rated proficiency increased,” it sounds too rash and too certain to scholars. So we change it to “This approach may have a positive effect…….”

Focusing on Language
Remember “may” is a modal, so you don’t need to change “have” to “has.”

Results
Now the statement sounds more cautious and reliable, doesn’t it?

Concluding sentence to summarize ideas
That’s one example of how a hedging device softens the tone.

Getting students to repeat
Can anyone explain what hedging devices are and give an example of what they do?

Transitions
Ok we have briefly talked about hedging devices and their functions. We now move on to quotations.

References

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