



Encouraging Student Participation in Intercultural Classroom Interaction

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Research project

Diversity as Normality (DiveiN)

About the conceptualization of diversity in school, and how diversity is made (in)visible through social interaction and communicative practices.

The project is conducted within
the research group

*Communication, Culture and
Diversity (CCD)*

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Purpose of the study
Examine practices of
encouraging student participation in
intercultural classroom interaction.

Method

- Observation and fieldnotes of classroom interaction practices.
- Ethnographic fieldwork in Swedish as a second language classes at an upper secondary school in 2019-2021.

Participants

- Students from Afghanistan, Eritrea, Ethiopia, Iran, Iraq, Somalia, Syria and Turkey.
- Swedish as a second language teachers.
- Student support tutors, i.e., support and coaching in native languages of the students.

Pedagogical scaffolding theory (Wood et al., 1976; Gibbons, 2010, 2013)

- Scaffolding as the interactive support that teachers provide to students in classroom interaction.
- The teacher supports the student based on her or his current level of performance and extends it above that level by using a variety of pedagogical practices such as questioning and hinting.

Scaffolding (Gibbons, 2010, 2013)

- The level and the form of the scaffolding vary between the students.
- Temporary support of students to acquire knowledge about new concepts, higher levels of understanding and a new language.
- Students find out how they should do something and not only what they should do by receiving patterns of how to do tasks.
- Future oriented to what students can do on their own in the future.

Conversation Analysis (CA)

(Sidnell & Stivers, 2014)

- Analysis of human social interaction practices in naturally occurring situations.
- Talk is action.
- Participants' practical actions are structurally organised.
- Interaction creates and maintains intersubjective reality.
- Understanding is publicly displayed.



Practices that class participants used in order to encourage student participation

Initiation-Response-Evaluation (IRE)

- The teacher asked a question encouraging students to answer it and the teacher commenting on the reply.
- Main practice in the classroom interaction.
- Three-part practice used by teachers to enable learning and progressivity in the classroom interaction.

1 T: Förra gången talade vi om en kvinna [name]. Vad kommer ni ihåg?

Last time we talked about a woman [name]. What do you remember?

2 S: Hon är en tjej utan arm.

She is a girl without arms.

3 T: Utan armar. Vad mer kommer ni ihåg om henne?

Without arms. What else do you remember about her?

4 S: Hon skaffade sig tre yrken.

She got three jobs.

5 T: Vilka känslor kommer ni ihåg?

What feelings do you remember?

6 S: Glad.

Happy.

7 T: Ja hon är en glad tjej. När man har sådan funktionsnedsättning vilken känsla tänker ni på då?

Yes she is a happy girl. When you have this type of disability what kind of feeling do you have?

8 S: Stolthet.

Pride.

9 T: Hon känner stolthet.

She feels pride.

10 S: Självförtroende.

Self-confidence.

11 T: Och du ska ha det också.

Säg det högt.

And you should have that too.

Say it loud.

Teachers built trust relationships with the students

- So that students felt confident to ask questions if they did not understand.
- Being tolerant, patient and considerate of the students.
- Being available for the students.
- Consistency with words and actions.

Positive reinforcement

Through emotional support to students, reminding them of their capacities and progress and giving praise and encouragement.

1 S: En fattig människa kan vara rik med kunskap.

A poor person can be rich in knowledge.

2 T: Intressant.

Interesting.

3 S: Inte så mycket människor kan se vad de ser.

Not so many people can see what they see.

4 T: That was deep [name]. Intressant eller hur? Jättespännade.

That was deep [name]. Intresting isn't it? Really exciting.

- Teachers clarifying and giving examples using translated materials, image support and digital resources in different languages.
- Pre-reading and pre-viewing materials

- 1 T: I fredags tittade vi på en film. Vad hette den?
On Friday we watched a movie. What was it called?
- 2 S: En man som heter Ove.
A man called Ove.
- 3 T: Allt det här handlar om att börja om sitt liv på en ny plats.
All that is about starting your life over again in a new place.
- 4 S: Det handlar också om att inte tappa hopp.
It's also about not losing hope.

5 T: Ja.

Yes.

6 T: Han började ett nytt liv för att han öppnade sitt hjärta. Han ändrade sig på insidan så man kan säga att han ändrade sitt liv. Och så sitter ni här och har börjat ett nytt liv.

He began a new life because he opened his heart. He changed himself on the inside so one can say that he changed his life. And then you sit here and has begun a new life.

7 S: Det är som vi.

It's like us.

8 T: Man kommer till en ny plats, har inte kompisar.

You come to a new place, do not have friends.

9 S: Har inte språket, familjen.

Do not have the language, family.

10 S: Kulturet.

The culture.

11 S: Här i Sverige kallt. Man blir lite deprimerad.

Here in Sweden cold. You become a little bit depressed.

- Making sure that the students get time to talk, think and interact both in the entire class and group and pair work.
- Allowing students to use their native languages as a resource in the teaching and peer learning.

1 T: Men sen kommer det här med studieteknik. Hur gör vi när vi tränar på det här? Kan ni berätta för mig om man har såna ord? Hur kan man öva?

But then there is study technique. What do we do when we practice this? Can you tell me if you have these kind of words? How can you practice?

2 S: Förklara orden.

Explain the words.

3 T: Det är ett sätt. Vad kan man göra mer?
Vill ni sitta två och två eller fyra?

That is one way. What else can you do?
Do you want to sit two and two or four?

4 S: Fyra.

Four.

5 S: Kan ni använda dari?

Can you use Dari?

6 T: Ni kan förklara ordet på dari och ni andra
kan säga det på svenska.

You can explain the word in Dari and the
rest of you can say it in Swedish.

7 T: Man kan också säga meningar.
Resväg. Då måste jag säga en mening
med det ordet. Vi har såna ord och
sedan har vi också verb. Hur kan man
träna på verben då?

You can also say sentences. Route.
Then I must say a sentence with that
word. We have words like that and
then we also have verbs. How can you
practice on verbs then?

8 S: Man säger en mening.
You say a sentence.

9 T: Man säger en mening med verbet.
Om vi börjar med ordkorten först.
Då sitter vi alla fyra tillsammans.
Bestäm vad ni tycker. Hur ska ni
träna tillsammans?

You say a sentence with the verb.
If we begin with the word cards first.
Then all four of us sit together.
Decide what you think. How should
you practice together?

10 S: Vi ska använda dari.

We are going to use Dari.



Questions?

Thank you

Contact

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