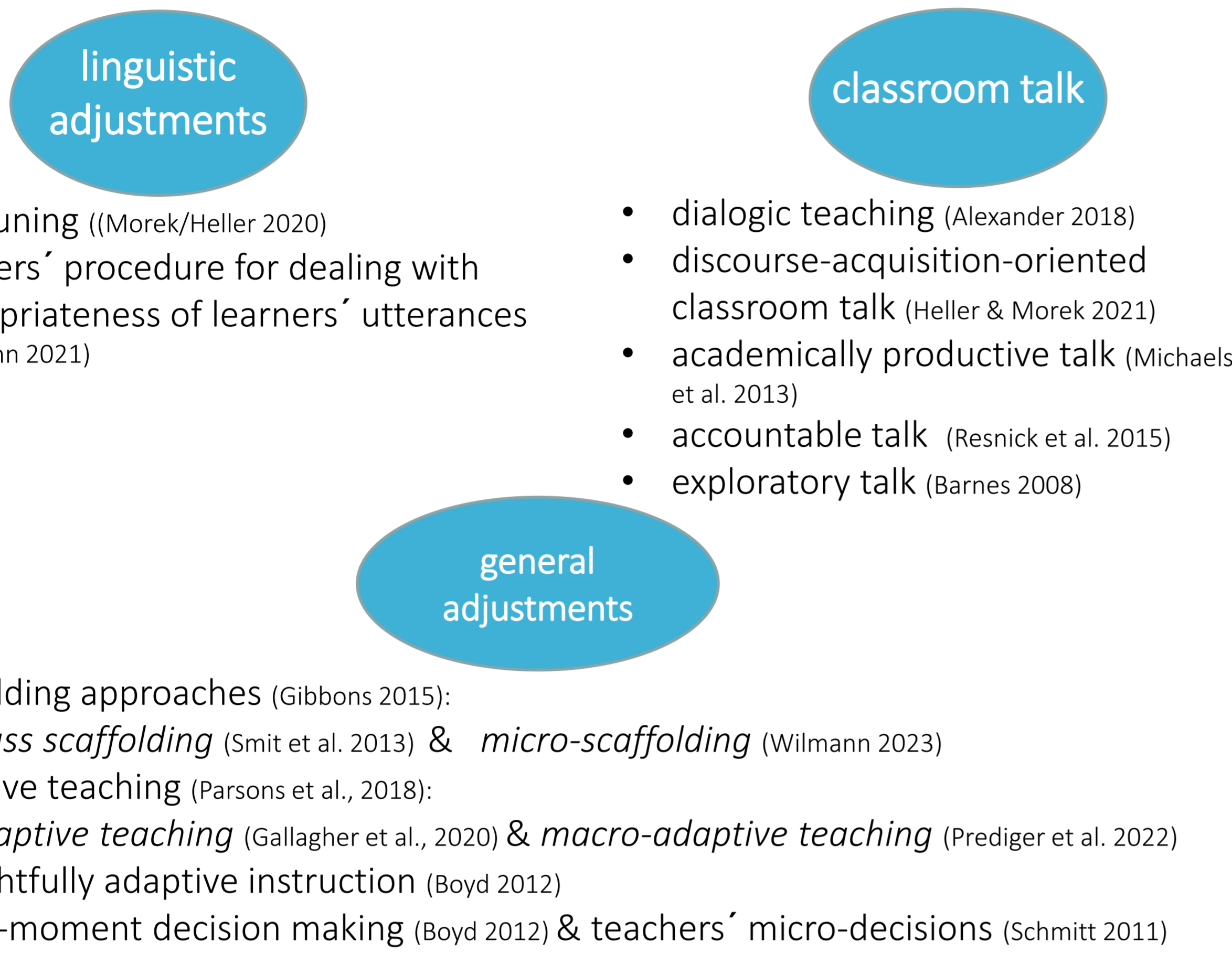


# Interactional Adjustment Practices of Teachers in Linguistically Diverse Mathematics Classes

## Background & Theoretical Framework

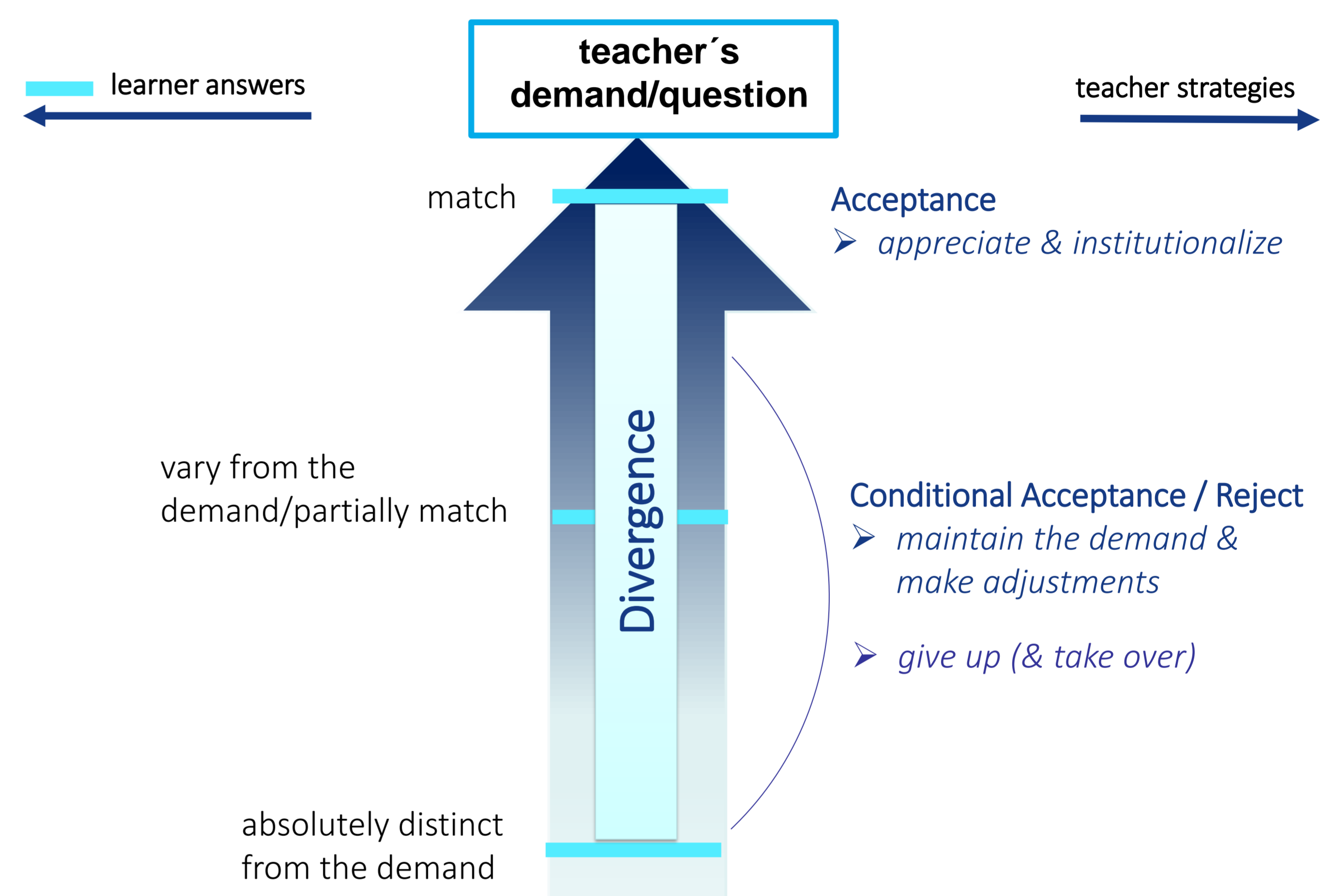
- Classroom talk offers a twofold learning context for subject and language learning (Quasthoff et al. 2022). To enable learners to benefit more from classroom talk in linguistically diverse settings, teachers face the need to respond to “social, linguistic, cultural, and instructional needs” of learners (Parsons et al. 2018).
- However, most studies focus on adjusting lessons according to learners’ needs during lesson planning and little is known about how teachers make adjustments according to learners’ “in-the-moment contributions” (Boyd 2012).



## Objective

To investigate teachers’ *interactional adjustments* in classroom talk with a specific focus on so-called *divergences* in interaction.

- ↳ **Definition: *divergence***  
the discrepancy between teachers’ demands in classroom talk and learners’ answers.
- ↳ **Definition: *interactional adjustments***  
teachers’ instantaneous modifications to steer learners to their demands.

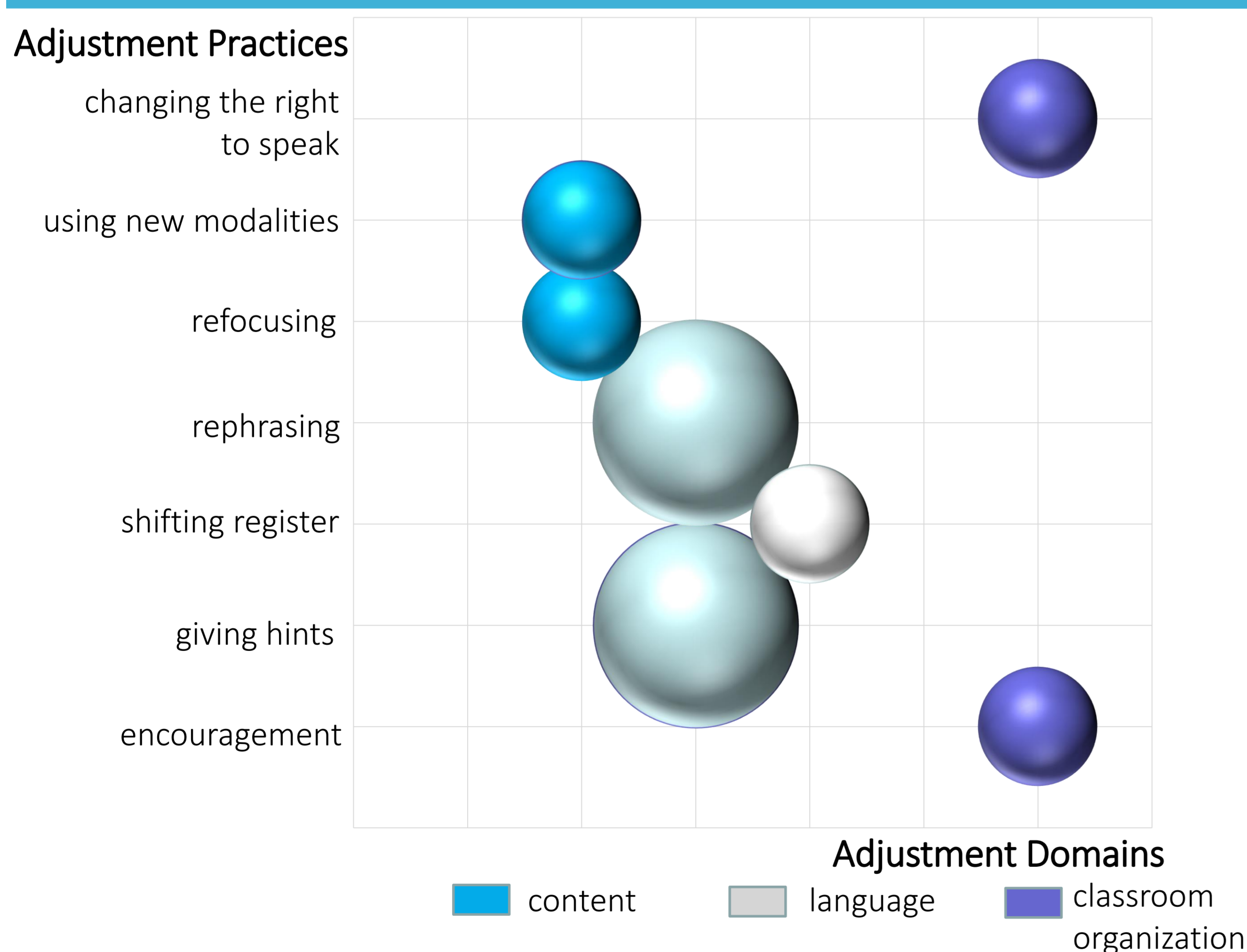


## Methods

- Study Design:** exploratory qualitative design
- Sample:** 3<sup>rd</sup> grade classrooms with large numbers of immigrant children
- Research Instruments:**
  - video-based classroom observations
  - classroom observations with audio records & observation protocols

- Data Analysis:**
    - turn-by-turn conversation analysis
    - the joint action theory in didactics framework
- 1- identifying teaching practices for divergent moments with inductive categorization.  
2- categorizing teaching practices with respect to their focus and degree of adjustment

## Preliminary Results



### Adjustment Domains

- ❖ **Classroom organization:** modifications in interaction setting /interaction form
- ❖ **Language:** reducing or increasing language and discursive demands & providing support to meet linguistic demands
- ❖ **Content:** modifications related to learning object/subject focus

### Adjustment Practices

- **Changing the right to speak:** when a student can not comply with the demand, the turn is given to another student instead of providing help.
- **Using new modalities:** explaining the verbal demand in different forms (e.g written) or with different artefacts („message abundance“ Gibbons 2015).
- **Refocusing:** reminding the question, drawing attention to certain aspects to initiate student-repair.
- **Rephrasing:** teachers’ repeating the same question/instruction by formulating it in different ways.
- **Shifting register:** Student contributions in everyday language are reformulated by switching into academic register.
- **Giving hints:** showing students a way or providing strategies to fulfill the demand.
- **Encouragement:** saying positive things such as *trust yourself, you can do this* to encourage learners to fulfill the demand.

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