



OLIVER-JOHN ST JOHN has a background in secondary school teaching as well as teacher education at the University of Gävle, Sweden. As a doctoral student at Örebro University, he is affiliated to the Department of Education and the CCD (Communication, Culture and Diversity) research group.

How can analysts account for ‘multilingual’ communicative practices in a way which is faithful to the views and orientations of the participants? How may dialogism be relevant for classroom interaction? How do representations of social interaction affect our understanding of it? These are the central questions this thesis explores through four studies which seek to analyze in detail various aspects of classroom interactions between the students and teachers of a secondary school class in present day Sweden. The studies arise from ethnographic fieldwork at an independent school that offers a ‘bilingual’ education where data of everyday classroom life was generated through participant observation and video recording. To make sense of the complex range of modalities composing classroom interaction, Bakhtinian concepts and conversation analytic techniques have proved vital.

Study 1 examines the way participants’ use of two (or more) languages in a ‘foreign’ language classroom *throw light on each other* in processes of lexical orientation which challenge the privileging or the subordination of a specific language in language learning. Study 2 demonstrates the consequences for understanding the participants’ sense-making efforts of making representationally (in)visible aspects of their multimodal communicative performances. Study 3 focuses on whole-class task instructions as interactionally complex by showing some of the mutual orientations through which teacher and students coordinate each other’s stances and consequently craft instructions collaboratively. Study 4 examines the concept of ‘languaging’ critically in the light of Bakhtin’s penetrating perception of the utterance and underscores that while we may be able to *language* when communicating, we are also *languaged* communicators.

ISSN 1404-9570
ISBN 978-91-7529-021-8

OLIVER-JOHN ST JOHN
Approaching classroom interaction dialogically

ÖREBRO
STUDIES IN
EDUCATION
46
2014

Doctoral Dissertation

Approaching classroom interaction dialogically

Studies of everyday encounters in a 'bilingual' secondary school

OLIVER-JOHN ST JOHN
Education



OLIVER-JOHN ST JOHN
Approaching classroom interaction dialogically