

# **Journal of Classroom Interaction**

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## **How Educational Placements Impact Classroom Interactions: Experiences of Six Secondary Students with Mild Mental Impairment**

Emily C. Bouck

*Michigan State University*

**Abstract:** Six secondary students with mild mental impairment took part in a multiple case study exploratory research project, involving full day observations, document reviews, and interviews to examine their classroom interactions. Data collection focused on the students' interactions with peers and adults in general education and special education settings. The data and discussion raises questions regarding inclusive education. The majority of students had more overall interactions with peers in their special education settings. The students also had more interactions with adults and initiated more interactions with adults in special education settings than general education settings.

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## **Gestures: Silent Scaffolding within Small Groups**

Glenda Carter & Eric N. Wiebe  
*North Carolina State University*

Angelia Reid-Griffin  
*University of North Carolina*

Susan M. Butler  
*Gulf Coastal Community College*

**Abstract:** This paper describes how gestures are used to enhance scaffolding that occurs in small group settings. Sixth and eighth grade students participated in an elective science course focused on earth science concepts with a substantial spatial visualization component. Gestures that students used in small group discussions were analyzed and four patterns of gesture usage with scaffolding roles emerged: (a) Gestures highlighted essential parts of speech, (b) gestures provided information not provided in speech, (c) gestures were used in place of words not immediately accessible, and (d) gestures were adopted by other group members as a shared means of communication.

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## **Language of Instruction and Interaction Patterns in Pre-Primary Classrooms in Nigeria**

Monica Odinko & Joanne Williams

*House of Education, University of Edinburgh*

**Abstract:** The study sought to investigate how preschool teachers and their pupils interact during instruction in numeracy lessons in Nigeria. The sample consisted of 2859 pupils from 72 pre-primary institutions/classrooms (selected through stratified random sampling to ensure adequate representation of private, public, urban and rural schools). The collection of data involved using two observational instruments (Classroom Interaction Sheet, CIS and Ten-Minute Interaction Instrument, TMI) to record interaction patterns in 72 lessons during the teaching of numeracy. Data analysis involved the use of frequency, percentages, chi-square and graphical illustrations. The result revealed that the major language of instruction was English language rather than the language of the pupils' immediate community; the use of instructional time and direction of interaction tend to be sensitive to language of instruction; teacher-initiated interactions and whole class activities are associated more with the use of English as language of instruction while learner-initiated interactions and individual/small group activities are associated more with use of language of the pupils' immediate community in instructional delivery; and the direction of communication was mainly from the teacher to the whole class.

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## **Classroom Activities in Math and Reading in Early, Middle, and Late Elementary School**

Amanda M. Durik  
*Northern Illinois University*

Jacquelynne S. Eccles  
*University of Michigan*

**Abstract:** This study examined activities used during elementary school math and reading instruction. Teachers reported their use of cooperative, competitive, and individual activities in math and reading, their subjective evaluations of teaching each subject, and their level of focus on promoting students' interests. Analyses indicated that teachers used more competitive activities in math than reading. Additionally, individual math activities increased across grades whereas individual reading activities were similar across grades. Finally, the appeal of teaching both reading and math declined across elementary school grade. Results are discussed in terms of teachers' goals and student motivation.

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