
Discourse of Multicultural Students in Classroom Interaction

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ABSTRACT

Discourse is an increasingly popular and important area of language study. It discusses not only about language itself but also how it relates with society, culture, and thought. It is use to described activities in several disciplines, such as linguistic, sociolinguistic and psycholinguistic. This paper aims to show the features of discourse in communication based on the culture of the students in classroom interaction. This study was conducted by using descriptive qualitative method. Discourse and culture is a part of Discourse Analysis that study about social interaction both of verbal and non-verbal interaction. The study of discourse provide insight into the way of people interact in society. Related to the culture it is more general aspect of society that goes beyond specific roles of communicators. Roughly speaking, culture can be defined as the deposit of knowledge, beliefs, values and attitudes a group of people share. As the major of discourse that focus on interaction it is related to language that use as a tool of communication. When we talking about discourse and culture we will discuss many aspects. Discourse and culture investigates many problems in discourse analysis. There are several aspects that included such as Shafir-hypothesis and many critical in discourse analysis, talking about gender, racism and intercultural communication. As a major of analysis is the way of someone to communicate each other looking up from many differences of language, such as we should consider what we will say to communicate with other people in different culture and different gender of speaker. The findings from the different culture and gender women's speech has been said to be more polite, redundant, formal, clearly for pronounced and complex explain about something while from men's speech has less clearly and simple pronounced.

Key word: *Students' Discourse, Culture, Classroom interaction.*

Introduction

Classroom interaction is required to use target language to prepare students with communicative competence in English. It should be the appropriate place for the students to absorb a lot of knowledge about English. For example during interact in the classroom, the student can gain new vocabularies or learn how to pronoun words correctly. Likewise, through speaking English in the classroom, the students can practice their speaking skill directly. Besides, using English for interaction gives a lecturer opportunity to check the students' achievement and simultaneously correct the students' mistake while speaking. Then applying English in the classroom, the lecturer can give a model for the students how to use English in communicative way.

Fundamentally, language and culture play two complementary roles. As all human activities are linguistically and culturally mediated, language and culture enable and organize in communicative process. It is also a property of our humanity and as such expected to assume some culturally universal characteristics across communities, codes and users. There are certain commonalties across the world's language communities and communities of practice in the linguistic means to constitute certain situational meanings.

In this paper, writer limit the discussion not for all of aspects, but only talking about one side it is gender, we want to know the language that use in different gender such as, how the way of men communicate each other and vice versa. The relationship between men and woman can result in dominance in

conversation even if the individual man does not have the intonation to dominate.

Possibly, an important function of the study of discourse and gender is to check the so called characteristics of female and male language in popular scientific literature. Here is one example, it is often assumed that women fill more verbal space in conversation and that they interrupt more frequently than men, not only in back-channel behaviour but also in taking the floor.

Based on the explanation above, we got the information that there are some differences in men and women discourse, either the intonation of conversation or the using of modal and choosing word.

Methodology

This study conducted by using descriptive qualitative method. Best (2002:156) said that “qualitative method are those in which the description of observation is not ordinarily expressed in quantitative terms, it is not suggested that numerical measures are never used, but that other means of description are emphasized”. In summary, this method uses some description of situations or events to discover the findings without statistic analysis procedure.

Result and Discussion

The Differences Of Discourse In Multicultural Students

Many people think that the discussion on language and gender as the study of men’s and women’s use of language. Based on Nancy 2010, much scholarship until the 1980s was more interested in relating the sex of speakers to language variation and describing the features of sex-based language varieties. Most scholars treated sex as a binary category and as a static identity of speakers that could be correlated with speech patterns . When we look at the linguistic behavior of men and women across languages, cultures and circumstances, we will find many specific differences. Quite a few languages show

lexical and morphological differences like those exemplified above for Japanese. In some Native American languages, grammatical forms of verbs are inflected differently according to the sex of the speaker.

Based on Butler 1990 ‘Gender is the repeated stylization of the body, a set of repeated acts within a highly rigid regulatory frame that congeal over time to produce the appearance of substance, of a “natural” kind of being’. However, explicit and categorical grammatical and or even lexical marking of speaker gender is not the norm. Instead, we usually find differences in the frequency of certain things (words, or pronunciations, or constructions, or intonations, or whatever), especially when the circumstances of utterance are taken into account. This has been explained by Trudgill as follows:

Linguistic sex varieties arise because ... language ... is closely related to social attitudes. Men and women are socially different in that society lays down different social roles for them and expects different behaviour patterns from them. Language simply reflects this social fact.... What is more, it seems that the larger and more inflexible the differences between the social roles of men and women in a particular community, the larger and more rigid the linguistic differences tend to be. ... Our English examples have all consisted of tendencies ... The examples of distinct male and female varieties all come from ... communities where sex roles are much more clearly delineated.

It means that, this paradigm treats variables such as sex of the speaker as the cause of variation rather than investigating why it is that men and women choose to speak the way they do. Men and women are differentiated biologically in two ways that seem directly relevant to language. One has to do with the larynx, and the other with the brain.

As a result of these laryngeal changes, adult human males have significantly lower voices than females do, out of proportion to their rather small difference in average height. Though the pitch of anyone's speech depends very much on circumstances, under

comparable conditions, (adult) human female voices are likely to show pitches almost double those of male voices. This difference reflects not only the difference in vocal cord length, but also a difference in vocal cord mass and perhaps some socially conditioned factors as well. A graph showing data from various studies is reproduced below (taken from Kent 1994):

Because the larynx also drops lower in the neck in post-pubescent males, the overall male vocal tract length is about 15% longer on average. This means that resonance frequencies (including the formant frequencies that determine vowel quality) are also about 15% lower in adult males as compared to females. This is about 175% of the difference expected on the basis of the average overall size differences (8-9%). This difference also means that adult males are even more subject to the risk of choking on aspirated food that is a price the human species pays for adapting its vocal organs to speech. None of the other species of apes shows a similar sexual dimorphism of the vocal organs, although overall size differences between the sexes tend to be larger in other apes than in homo sapiens.

A more recent study has found an adult difference in degree of lateralization of (at least certain kinds of) phonological processing. Finally, there are some suggestive differences in patterns of disability following stroke. However, it needs to be stressed that in what is known about neurophysiology, just as for neuroanatomy, there is a great deal of individual variation, and the overall similarities between the sexes are much greater than the differences.

Tannen in Nancy 2010 also describe gendered language as involving male and female 'cultures', rather than including discussions of power difference in her research. Tannen argues that men and women use language differently because they have been exposed to different sociolinguistic subcultures, and hence they employ interactional features such as over-lap, eye-contact and topic initiation differently. Hence, in other words, gender is not a characteristic of a person but a

performance enacted in daily life that involves an ongoing negotiation between self and society. Through ways of speaking and acting, individuals perform gendered identities that may in turn challenge.

Structural and material constraints about language and gender

Norton 2000 describes how the women were often silenced due to their marginal positions and their lack of access to opportunities to use English with the people around them. She pays particular attention to the ways in which the women develop varying degrees of investment in English language learning as an avenue for claiming 'the right to speak' (Peirce, 1995: 25). Actually, this phenomenon also occurs in our daily live activities. The right way to speak also becomes a problem for women particularly in practicing their English. Frequently, individuals who do obtain access to language learning opportunities experience gendered constraints in their pursuit of employment. Warriner (2004, 2007) found that community-based adult educational institutions in the United States often linked English with economic opportunity and social mobility, but that such ideologies of English conflicted with many of the narratives she obtained from Sudanese refugee women enrolled in these classes. Though these women were strongly motivated to improve their English so that they could work in order to provide for their families, they often found that the jobs they were guided toward by social service agencies were of the lowest-paying kind. The jobs often did not require much English, despite the fact that they had completed the highest level ESL classes.

Finding adequate and affordable child care is another responsibility that typically falls on women's shoulders. Warriner (2004) reports that refugee women she

interviewed often struggled to find employment with reasonable hours which would allow them to look after their children, and that some of them were the sole providers for large families. Though the women were often fairly proficient in English, they frequently struggled to navigate the network of social services that would provide them with information about affordable options. On the other hand, options such as daycare may be deemed inappropriate for some newcomers.

Based on her studies on immigrant mothers in Canada, Kouritzin (2000) found that some of the women's opportunities to enroll in English classes were constrained by male-dominated power structures in their families. At work, L2 learners may or may not have opportunities to develop their second language. Immigrants with low proficiency in English often work low-paying jobs where they are not afforded further opportunity to develop their English ability, and because they need to keep working in order to support their families, they sometimes feel they cannot take time away from work to take classes.

In this step, we try to relate the theory and data about language and gender. Referring to the relevant theories above, there are some constraints that faced because of gender positions and differences will be explained about the way of men and women discourse in conversation and some constraint that faced because of gender positions.

Some women in Norton's study were able to claim legitimacy as English speakers over time. For example, Eva, an immigrant from Poland worked at a fast food restaurant, where all of her coworkers were Anglophone Canadians. However, Eva did not feel she had access to these speakers because of her low-

status job. At the beginning of Norton's study, Eva stated, 'I didn't talk to them, and they didn't ask me, maybe they think I'm just like – because I had to do the worst type of work there. It's normal' (Norton, 2000: 62). After several months, however, Eva managed to change her coworkers' perception of her through activities outside the workplace, where she was able to offer symbolic resources such as transportation. She also made a lot of effort to join in conversations with coworkers, and she spent time studying how her coworkers spoke to customers so that she could emulate their ways of interacting.

The second example is, Deljit, an Indian woman, was not allowed by her husband to put her children in childcare so that she could learn English, for he expressed the view that 'only family should take care of family' (Kouritzin, 2000: 21). Based on others sources explain that female speech tends to be evaluated as more "correct" or more "prestigious", less slangy, etc. Men are more likely than women to use socially-stigmatized forms (like "ain't" or g-dropping in English). On the other hand, women are usually in the lead in changes in pronunciation, typically producing new pronunciations sooner, more often, and in more extreme ways than men.

A number of stylistic differences between female and male speech have been observed or claimed. Women's speech has been said to be more polite, more redundant, more formal, more clearly pronounced, and more elaborated or complex, while men's speech is less polite, more elliptical, more informal, less clearly pronounced, and simpler.

In terms of conversational patterns, it has been observed or claimed that women use more verbal "support indicators" (like mm-hmm) than men do; that men interrupt women more than than they

interrupt other men, and more than women interrupt either men or other women; that women express uncertainty and hesitancy more than men; and that (at least in single-sex interactions) males are more likely to give direct orders than females are.

John Benjamin Publishing Company. 2004.

Conclusion

After the writers discuss the constraints that faced because of gender positions and differences between the way of men and women discourse in conversation, we can conclude that gender may influenced the way of someone in doing conversation, particularly in gender position; men and women, that can not be separated from the culture where they are living. This situation is most clearly the relationship between language and culture in our interaction.

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