

## Non-Dialogic Classroom and an Inability to Comprehend

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### Abstract

*Dialogic talk has appeared to have great educational potential: it can enhance epistemological understanding, argumentation skills, disciplinary core ideas or science practices, comprehension of applications in daily life. In particular, it can support students' understanding of scientific concepts. Dialogic teaching-learning focuses on improving students' inference and raising their engagement by considering their interests and concerns. Dialogic teaching and the ability to comprehend the scientific concepts in daily life go hand-in-hand as the teachers and students together build the knowledge and create an inclusive and knowledgeable environment. There are various modes of teaching, but one learns best from the experiences and being part of the debatable issues that help one build life skills for being a democratic citizen*

**Keywords:** *Dialogic, democratic, comprehension, life skills*

### Introduction

1. Multi-linguistic education states to first-language-first education hence, education begins in the mother tongue and transitions to additional languages.
2. Interdisciplinary education is a method of instructive instruction whereby a learner acquires a single topic or issue from a different viewing platform.
3. Education for sustainable development is an enduring learning practice and an integral part of quality education. It augments the intellectual, social and sensitive, and behavioral dimensions. It is holistic and transformational and embraces learning

gratified and consequences, pedagogy, and the learning environment.

Dialogism emerges under the broad concept of education which is one of the primary concerns, and thus understanding a few terms is meaningful.

To develop a multi-linguistic, interdisciplinary education for sustainable development: it is utmost to resolve the most crucial topic that has been and is a concern, classroom talk. Afore, teachers were entirely undertaking the discussion, and students were simply the listeners. At that time, or eternity back, it was an idea that the better one listens to their teacher, writes down what teachers pronounce and duplicates the board, and the greater one comprehends the subject matter.

The discourse can be either to develop holistic growth in a student. The most prominent discourse are-

1. Non-dialogic that is authoritative where teachers talk and students listen.
2. Dialogic discourse- Dialogue refers to the acquisition of information from and with other

There is generally a confusion between the two terms and used interchangeably:

- Authoritative Non-dialogic interaction: this is a discussion where different individuals are interacting about one single idea or concept
- Dialogic interaction: a conversation where individuals present contrasting ideas on one concept

The Greek words “Dia meaning through, and logos meaning- word” when combined, make dialogue thus verbal communication. A dialogic classroom is where speaking and heeding are carefully planned for and cherished.

The dialogue is verbal communication which encompasses of-

Response, argumentation, communiqué, conversation, Discussion, Opinion, recital, talking, Talking, Turn to talk

There are five essential features of the dialogic classroom:

Feature	Explanation
Collective	Teachers and students address tasks together, as a group or a class
Reciprocal	Teachers and students listen to other, share ideas, and consider alternative viewpoints
Supportive	Students articulate their ideas freely without fear of embarrassment over wrong answers; they support other to reach a common understanding.
Cumulative	Teachers and students build on their own and each other’s ideas and chain them into coherent lines of thinking and inquiry
Purposeful	Teachers plan and facilitate dialogic teaching with particular educational goal in view.

**Methodology**

**Step 1: Identifying research questions**

Objective: To study the cause of non-dialogic classrooms and the inability of the students to apply the scientific theories in real life and the ways to increase interaction in the class towards scientific attitude in class VI.

**Research Questions/ Hypothesis-**

- Why do students not interact in the class
- Why do students not willing to respond to the simple questions
- Why do students not turn on their cameras
- Why do students not able to relate the simple science concepts in their daily life

- What can be done to increase the interaction in the class
- Are ICT ways more effective to resolve the identified problem?

### Step 2: Collecting Data

Data were collected through observation and assessment conducted in the class. Observation helped to collect data for the involvement of the students in the interaction and assessment helped to elicit the effectiveness of the interaction incomprehension of the application-based question in daily life.

#### Procedure:

- Initially, identified the probable causes concerning the problem. The probable cause was excess use of online games and activities due to online classes and students find these activities monotonous.
- Taking into consideration the cause of the problem, the most relevant cause that is, excess use of online games and activities due to online classes. This cause needs to be encountered to resolve the problem.
- For this, students were asked to turn on their cameras and their attendance and internal marks will be marked based on the attentiveness of the students. Different methods were adopted to solve the problem.
- Repeated notice for the attendance and marks are given to the students so understand the seriousness of the teacher's words
- Furthermore, the data collected was analyzed

and the problem is dealt with in the classroom.

### Step 3: Analyzing data

The efficiency of the explanation was analyzed by observation and evaluation methods. The data analyzed was that students after repeated reminders started turning on their cameras. Group discussion after every major subtopic helped the student to take a break from online games and activities and find the offline classroom setting in the online classes. Students got a chance to revise the content from the prior classes.

While outfitting to the Dialogic classroom problem, the delinquent of not comprehending the application-based questions is solved concurrently. The group discussion method of teaching helped the students to indulge themselves in the interaction with their peers and teacher. The group discussion method was practiced for two weeks; after every subtopic, the discussion was kept, and all application-based questions were discussed through the flipped classroom technique.

The flipped classroom amalgamated with the group discussion to happenstance the dialogic classroom, which is collaborating and engaging. The flipped-group dialogue method was also used to victual to the problem of the incompetence to comprehend the application of scientific theories in real life.

The knack to relate the content with daily life was gauged through chat discussion and evaluation which showed desired results based on which I was able to the magistrate the technique monitored to resolve the identified problem.

#### Step 4: Reporting Results

- Out of 35 students, at least 26-27 students started turning on their cameras without any teacher's notice.
- It was found out that students find online games and activities not interesting as there are used in every subject.
- The students who showed poor results because of poor attendance and after having a word with ma'am I understood that the students under the poor attendance category are EWS students and are least interested to attend classes.
- With time, better results and interaction in the class were observed, and henceforth, better assessment results were seen.

#### Step 5: Taking Informed Action

The intervention given below were applied based on the outcome of the data analysis. The action research as per the problem identified was planned to be conducted in three phases, which are:-

##### Before the discussion:

- All the pupils were probed to turn to turn on their cameras and were enforced by making them absent and taking photographs of the students whose cameras were on.
- Students have attained knowledge on the topic in preceding lessons, and possibly
- through structured homework, so that they have a good base understanding of the domain. I checked their understanding through effective classroom questioning, using a range of closed

questions (to gauge surface knowledge) and open questions (to gauge deeper understanding).

- The ground rules for how a class or group discussion will be conducted are communicated clearly to students with a commitment that the rules will be followed.
- I modeled the behavior I expect to see from the students, by being knowledgeable, having a good understanding of the material, and showing passion and curiosity about the topic
- Students were given time to prepare for the discussion. Perhaps some individual written work beforehand was set, so that the discussion itself is based on a carefully constructed individual opinion that has time to be developed. The discussion questions were shared with students in advance, and give them thinking time to consider their viewpoints and to connect them with prior knowledge.

##### During the discussion:

- The task was set for everyone to do while the discussion is happening. This could be filling in a scaffold document or taking notes and writing the discussion down. Different application-based questions were given to different groups so that they think in pairs and classroom discussion and HOTS questions are discussed simultaneously.
- The questions were displayed in the online classroom through PPT. Students can refer them often to keep the discussion on track.
- The note was taken of any key interesting

points that the students make so that a point can be developed and built upon collectively.

- Students were given thinking time; that is, no answers were taken for the first few moments after a question is asked. Thus, making sure that students recognize that I value well-thought-out responses.
- I Considered “cold calling” rather than a “no hands up” policy because students expect that they could be called upon to answer, but can also volunteer to answer by putting their virtual hands up if they have something very interesting to add to the discussion.
- I made it clear that listening is as important and valued as talking. When group work is taking place, I observe whether students are listening as well as talking, and feedback was given to them in having better discussions.

#### **Ater the discussion:**

- The students need to evaluate the discussion that has just taken place. They should evaluate their role in being an effective listener and contributor, as well as the outcome of the discussion.
- Students should be set a follow-up activity or homework that summarizes the key learning points made during the discussion. This could be a mind map of the key points made.

#### **Conclusion**

In the dialogic talk, the teacher helps students relate, contrast, and contend with their ideas. Teachers do not just offer one correct answer, rather defy students with different perceptions and auxiliary

opinions. This methodology may be perplexing for the students at first; if they are used to the more commanding teacher talk. Shifting the outlook entails determination, and it may not be easy for youngsters to acknowledge that there may be dissimilar viewpoints regarding a phenomenon and that their words may even differ from each other noticeably. Using dialogic talk may also be challenging for the teacher as it involves eavesdropping on the student’s standpoints and taking into justification their views while leading the teaching situation, which means space must be left for the improvisatory aspects of teaching instead of following a ready-made script. Students are subtle to teacher talk and although the teacher does not use a clear initiation-response evaluation sequence in the classroom, students may interpret disinclination or a break in teacher talk as a denial. Therefore, it is important that the teacher unambiguously demonstrates his or her interest in hearing students' ideas. Dialogic teaching is not a single set method of teaching. Dialogic teaching is a methodology and a specialized viewpoint rather than an exact routine. The classroom relationships that are been fostered between the learner and mentor are more appreciated and important to gain knowledge. Thus, other than the methodology of dialogism it is pivotal to build a good, healthy, exultant environment in classrooms to create a comfortable, gratified, learning environment for all types of learners. The holistic development of a learner has been and is a main priority in the education sector to create a democratic, global citizen. A citizen who is not capable of being a representative at a national level but a global level as well with the mastery in life skills.

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