

EFFECT OF DIALOGIC INSTRUCTION FOR PRACTISING CORE TEACHING SKILLS

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ABSTRACT

Dialogic instruction is a term used by a growing number of scholars, practitioners and policy-makers to describe learning processes in which teacher and pupils critically interrogate the topic of study, express and listen to multiple voices and points of view, and create respectful and equitable classroom relations. In this study the investigators tried to test the effectiveness of dialogic instruction for enhancing core teaching skills of student teachers at secondary level. The findings of the study revealed that this strategy is equally effective for enhancing teaching skills of student teachers with specialization in Malayalam and English. It is also revealed that this method is more effective than microteaching method. Study also concluded with the merits and demerits of Dialogic Instruction.

Key Words:*Dialogic Instruction, Core Teaching Skills*

Introduction

“Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter.” - *(H.C. Morrison, 1934)*

Dialogic instruction is multi-dimensional, a range of different aspects of classroom communication and interaction is included in this theory. These include communicative forms, interpersonal relations, the exchange and development of ideas, power, pupil and teacher identities, and aesthetics. This multi-dimensional analysis locates classroom communication within broader contexts of pedagogic activity and educational and social structures. Dialogic instruction looks beyond classroom talk to consider additional factors such as the use of space, organisation of the curriculum, design of learning tasks and assessment all that needed for teaching profession

Need and significance of the study

Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons.

Teaching has gone a long way from the traditional lecturer-listener system. Today, teachers are not just lecturers, but guides; students are not just listeners but co-explorers of knowledge. Education has become more interactive and experiential for both parties. Thus, teaching skills have also evolved, with more techniques available for teachers to use. It is not possible to train all the pupil teachers in all these skills in any training programme because of the constraints of time and funds. Therefore a set of teaching skills which cuts across the subject areas has been identified. They have been found very useful for every teacher. The set of these skills are known as core teaching skills

NCERT (National Council of Educational Research and Training) in its publication Core Teaching Skills (1982) has mentioned eight Core Teaching Skills

Core Teaching Skills are

Skill of Probing Questions, Skill of Explaining, Skill of Illustrating With Examples

Skill of Stimulus Variation, Skill of Reinforcement, Skill of Classroom Management, Skill of Using Blackboard, Skill of Introducing a lesson.

In the present teacher education curriculum of Kerala suggests microteaching method for skill enhancement. As teacher educators investigators found that dialogic instruction is more effective than microteaching. It can eliminate the boredom and unsystematic ways of practice session. Dialogic instruction can practise students more than one skill at a time. Hence this study is relevant and significant with respect to the skill practice.

Statement Of The Problem

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Definitions Of Key Terms

Dialogic Instruction

According to Martin Nystrand, dialogic instruction is "about figuring things out—in class, face-to-face, teacher and students together" (Martin Nystrand, *Opening Dialogue*, p. 2)

Core teaching skills

A teaching skill is that behaviour of the teacher which facilitates pupils' learning directly or indirectly. A teaching skill includes all arts and behaviour of the teacher which maximizes pupils' learning. A teaching skill is that art of the teacher which makes communication between the teacher and pupils sufficiently.

Objectives of the study

- (1) To test the effectiveness of Dialogic Instruction for enhancing teaching skills of student teachers at secondary level
- (2) To test whether there is any significant difference between English and Malayalam student teachers in the acquisition of Dialogic Instruction for enhancing teaching skills of student teachers at secondary level

Hypotheses

H₍₁₎ There will be significant difference between pre and post assessment scores, when the group is treated with Dialogic Instruction for enhancing teaching skills of student teachers at secondary level

H₍₂₎ There will be significant difference between post assessment scores of English and Malayalam student teachers, when the group is treated with Dialogic Instruction for enhancing teaching skills of student teachers at secondary level

Methodology

The purpose of the study was to find out the effectiveness of Dialogic Instruction for enhancing teaching skills of student teachers at secondary level.

The investigator used Experimental Method for collecting data. The study was conducted on a sample of 115 student teachers in Ernakulam and Pathanamthitta Districts. This sample consists of 53 English and 62 Malayalam student teachers. Random sampling technique was used in the selection of the sample.

Tools

- (1) Action plan based on Dialogic Instruction was constructed and refined by the investigators.
- (2) Rating scale on Teaching Competency was constructed by the investigators and the same was used for Pre and Post Assessment. Total score of the scale was 80.

Analysis And Interpretation Of Data

Means and Standard Deviations were calculated for Pre- Post scores. The *t* value was also found out using the data. The values obtained are given in the table below.

Table 1

Test of significance of difference between means of Pre and Post assessment scores of Experimental Group(Dialogic Instruction) for total sample

Aspect	Category	Number (N)	Mean	Standard Deviation (SD)	Critical Ratio (CR)	Level of significance
Test	Pre-test	115	25.31	2.70	82.1	0.01
	Post-test	115	66.36	4.68		Significant (P<0.01)

Mean: Average, SD: Standard Deviation, CR Critical Ratio, S: Level of Significance

Statistical analysis of the data revealed that there is significant difference between the means of pretest and post test scores. The difference is in favour of post test mean score.

The t test between the means of pretest and post test scores revealed that these scores differ significantly. Hence the hypothesis formulated $H_{(1)}$ is accepted.

To determine whether the variable subject of study affect the post test scores of students, the differential effect of the above mentioned variable was studied. The means and standard deviations of sub sample on post test scores were calculated and the difference between the means was tested for significance. The details are given in Table 2.

Table 2

Test of significance of difference between means of Post Assessment Scores based on sub sample:Subject of Study

Aspect	Category	Number (N)	Mean	Standard Deviation (SD)	Critical Ratio (CR)	Level of significance
Subject	English	53	61.66	4.49	1.20	Not Significant
	Malayalam	62	60.62	4.74		P>0.05

Mean: Average, SD: Standard Deviation, CR Critical Ratio, S: Level of Significance

It is evident from the Table 2 that critical ratio obtained for the variable subject of study is not significant. This shows that the post test scores were not influenced by the variable, subject .

The statistical analysis also revealed that there is no significant difference between the post test scores for the variable subject of study . Hence the hypothesis formulated $H_{(2)}$ is rejected .

Findings of the study

Based on the aforesaid calculations, the following important findings have been derived.

- 1) Dialogic Instruction is an effective technique for enhancing Core Teaching Skills of student teachers at Secondary Level
- 2) The subject of study of students has not caused significant difference when Dialogic Instruction is used for teaching skill enhancement of student teachers at Secondary Level

Suggestions

The major findings of the study revealed that Dialogic Instruction is an effective technique for enhancing core teaching skills of student teachers at Secondary Level

So the teacher education curriculum should be made flexible and more oriented to the new strategy for teaching skill enhancement and make the student teachers more independent and confident in their profession .

Conclusion

Dialogic instruction is often more effective and enjoyable to the student teachers at secondary level. They were more interested, active or enthusiastic while practicing core teaching skills. It is hoped that the present study will encourage the researchers and educationists for making innovative changes in the present teacher education curriculum .

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