



# IMPROVING TALK FOR LEARNING SKILL OF STUDENTS OF RADHACHARANPUR CLUSTER

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## Abstract

Over the course of the 21<sup>st</sup> century, every nation in the world has expanded its educational aspirations. Who went to school, what they learned, and what they could do with their knowledge beyond the classroom became a central concern. More children are now going to schools than the previous years. They are expected to acquire more complex knowledge along with skills by applying their acquired knowledge. The purpose of this research was to improve talking skill of the class-II students through the use of Accountable Talk enhanced by TESS INDIA KEY Resources. To evaluate the impact of the intervention, Talk for learning strategies were adopted with student and effectiveness is compared. In, Learning and Practicing the strategy, students worked in groups to respond to different activities. Conversation of the students during the activity was recorded. Through the use of Classroom observation schedule, Interview schedule the authentic data were collected by the researcher. Analysis was done by applying percentage. Pre and Post observation showed significant growth in talking skill among the students. Though other factors may have contributed, it is likely TESSINDIA key Resource Talk for learning strategies influenced this growth. These results encourage the use of this strategy in different subjects of class-II perhaps, in particular, with students struggling with language fluency.

**Keywords:** TESSINDIA key Resources, Talk for learning strategies

## INTRODUCTION

**"One good conversation can shift the direction of change forever."**

**- Linda Lam.**

Talk for Learning refers to using talk as a way to improve thinking and understanding both in and outside the classroom. Talk is a strategy for thinking through ideas and communicating them to others. Talking enables students to express their ideas more clearly. In addition, talk helps in discerning what students know from what they do not know. This is the major reason as to why teachers ask students to explain what they understand about various concepts or terms in their own words.

Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding. Active listening is effective participation in a conversation. Encouraging students to talk to each other in class is a key tool, not only for learning, but for equity. As students, teachers, and school leaders emerge from behind our computer screens, we have a great opportunity to create rich, engaging classroom discourse that maximizes learning for all students.

## RATIONALE OF THE STUDY

Students learning language is considered to be successful if they can communicate effectively in their regional language. Hadfiels (1999) says that talking is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, in the speaking activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation. It means learning to talk in regional language will be facilitated when learners are actively engaged in attempting to communicate. Thus the teacher must give the learners practice to actualize their speaking skill. By mastering speaking, they can carry out conversation with others, give ideas and change the information with interlocutors

The researcher is interested in conducting this area with a purpose to know the role of teacher uses talk for learning [TESS INSIA KEY RESOURCES] for all round development of students. From the observation done by the researcher, lack of students' remaining silence is the problem. Their vocabulary, grammar, and pronunciation are low which make them unable to say something during the language class. Related to the competence of the students speaking proficiency, there are some indicators which show that they do not speak accurately. First, in language teaching class, they rarely answer the question given by the teacher orally. Second, they also speak with a lot of pauses. Third, they get difficulties to find the appropriate words to create sentence or expression. Fourth, dealing with the vocabulary mastery, for instance when the teacher asks the meaning of seldom, never, several of them cannot answer them. Another difficulty is found in speaking material. Other indicators are shown in the classroom atmosphere. During the teaching learning process, the students are not enthusiastic and interested in joining teaching activities. Only a few students have great willingness to speak up voluntarily. They do not enjoy the lesson. So some questions were raised in the mind of the researcher that are as follows:

1. Can and to what extent talking improve the students' language proficiency?
2. How is the situation when talk for learning activities are implemented in the language class?

Hence the researcher is interested to do an action research to find the answers.

## STATEMENT OF THE PROBLEM:

*The present study is entitled as "Improving TALK FOR LEARNIN skill of students of Radhacharanpur Cluster"*

## OBJECTIVES OF THE STUDY:

- To identify the factors that cause low level participation of students
- To implement Talk for learning strategies that improves the classroom strategies
- To study the level of improvement of students in classroom participation/interaction

## SAMPLE

Class –II Students of, 09 schools of Radhachranpur cluster, Jatani Block.

Student talk includes verbal discourse regarding academic material. This communication may take place both in and outside of the classroom. Also, this dialogue may be teacher-to-student, student-to-teacher, or student-to-student. There is variety within these parameters as well. Student talk may occur in large group, small group, one-on-one conferences or virtually. Student talk, in these forms, is essential to Vygotsky's (1978) theory that social learning is of the utmost importance in education. These interactions are crucial to student achievement and growth (Gillies, 2014).

In month of June, after reopening of the school, the researcher visited for classroom observation. By that time I saw many students in class II of different schools of Radha charanpur cluster are shy & remain very silent in the class activities. She discussed with the teachers of the schools separately and also talked with CRCCs regarding this matter. Then the researcher decided to improve the students by using new strategies like Talk for learning, the key resources of TESS India.

To overcome these barriers the researcher at first made a WhatsApp group by taking all the language teachers of 09 schools of Radhacharanpur cluster. Every Sunday she discussed about each student strengths & weakness of every school. It was done 4 times. After that she had done a work shop on Talk for learning, the key resources of TESS India and finalised different strategies that have to be applied in language classes of class II in every school for continuously 2 & more months.

### *Intervention for Enhancing students learning*

1. Who talks first? When students turn and talk, the teacher will decide who talks first. The person on the right? The person whose birthday is coming soonest? The person with the longest hair? Without this direction, some students dominate partner talk time.

2. Write, pair, share: Many of us use the think, pair, share model, but substituting writing for silent thinking can improve both the quality of the conversation and the number of students who contribute. As students write, the teacher will walk around, reading over their shoulders and writing things like, "That's good. Say that!" on the papers of quieter or less confident students. The teacher can also see which and how many students are stuck, so I know if I need to add more scaffolding.

3. Pairs and squares: The teacher will assign students a partner (pair) to work with for three weeks, as well as a square (two pairs combined). The teacher will promote camaraderie in pairs and squares by having students learn each other's names (with spelling and pronunciation), gender pronouns, and something people can't tell by looking at them. They also make up a handshake they use each day to greet each other.

They talk in their pairs from bell to bell between direct instructions about the topics of the day. Currently, the teacher's sophomores are engaging in a nonfiction unit on happiness. One day they discussed the correlation between money and happiness, and students worked in their pairs to annotate an article, but when they analysed some rather complex graphs and charts, they moved into their squares so they could have more brain power.

4. Nonverbal agreement or disagreement: students use the American Sign Language signs for "yes" and "no" in whole class discussion to show their agreement or disagreement with the speaker. This keeps students engaged, gives the speaker immediate feedback on their ideas, and gives all students a nonverbal voice.

5. Talking piece: For some small group discussions, the teacher will use a ball as a talking piece that students pass around—only the person holding the ball can speak. Every student gets the ball once before anyone gets it a second time. This is particularly effective when discussing very emotionally charged topics, like issues of race or gender, when they want to be certain that everyone has the opportunity to share their experiences.

6. Musical give one, get one: When the teacher wants students to hear a lot of ideas, students write down their thoughts and then stand up, walk around to as many people as they can, and write down one idea of each person they talk to. She usually does this to music—students need to get to as many people as they can before the song ends.

7. Musical shares: This is similar to the last idea but is better for sharing longer, more in-depth answers. The teacher will put on a song, and students walk or dance around the room. When the music stops, they talk to the person closest to them about their ideas. I use a timer to ensure equity of sharing here each person speaks for one minute.

During the 1<sup>st</sup> to 2<sup>nd</sup> month the researcher visited many times and given onsite support to the teachers. By the end of 2<sup>nd</sup> month, the researcher collected data through parents' interview, teachers interview & classroom observation schedule.

### CLASS ROOM OBSERVATION SCHEDULE BEFORE & AFTER, "TALK FOR LEARNING" STRATEGIES ADOPTED BY TEACHERS IN CLASS-II

Sl. no	Name of the School	Number of students	Fulfilled Indicator ( 1-5)		Fulfilled Indicator ( 6-10)		Fulfilled Indicator ( 11-15)		Fulfilled Indicator ( 16-20)	
			Before	After	Before	After	Before	After	Before	After
1	Govt. UPS,Radhacharanpur	21	20%	70%	20%	81%	21%	91%	17%	17%
2	Govt. UPS,Ogalapada	21	15%	85%	21%	70%	17%	87%	15%	85%
3	Govt. PS, Janala	09	17%	67%	20%	61%	20%	67%	20%	20%
4	Govt. High school,Madanpur	10	21%	81%	21%	81%	21%	81%	17%	70%
5	Govt. PS,Dakhinamundamuhann	11	20%	70%	15%	75%	15%	70%	15%	61%
6	Govt. PS,Jagasaradibasisahi	03	21%	61%	20%	85%	21%	61%	17%	75%
7	Govt. PS,Badaraghunathpur	09	15%	75%	21%	75%	15%	85%	21%	70%
8	K.C Nodal High School	25	20%	70%	15%	61%	20%	20%	20%	85%
9	Govt. UPS ,Kaimatia	10	15%	70%	20%	87%	17%	75%	17%	85%

From the above table it is clearly seen that

The class-II teachers of Govt. UPS,Radhacharanpur , Govt. UPS,Ogalapada ,Govt. PS, Janala , Govt. High school,Madanpur , Govt. PS,Jagasaradibasisahi , K.C Nodal High School are following very less number of activities as a result students are not showing their performance what they could be . The class-II language teachers of all the clusters have adopted the strategies "Talk for learning" of TESS India and remarkable change is seen among all the students. The strategies helped the children learn to articulate their ideas and emotions, and develop understanding of others' points of view. Students developed good relationships with their peer group and with their teachers, they are able to manage their emotions, and shared their views in every group activity. From the table it is found that more than 60% improvement is seen [1-5] ,70%

improvement is seen [6-10], 65% improvement is seen [11-15] , 60% improvement is seen [16-20] indicators, Teachers got the opportunity to examine each individual student's expressive and receptive communication skills and level of background knowledge .

### INTERVIEW SHEDULE FOR TEACHERS BEFORE & AFTER APPLYING THE STRATEGIES "TALK FOR LEARNING" STRATEGIES ADOPTED BY TEACHERS IN CLASS-II

Sl. no	Name of the School	Number of students	Fulfilled Indicator ( 1-5)		Fulfilled Indicator ( 6-10)		Fulfilled Indicator ( 11-15)		Fulfilled Indicator ( 16-20)	
			Before	After	Before	After	Before	After	Before	After
1	Govt. UPS,Radhacharanpur	21	10%	80%	21%	81%	21%	81%	17%	77%
2	Govt. UPS,Ogalapada	21	15%	85%	20%	80%	17%	77%	15%	85%
3	Govt. PS, Janala	09	27%	87%	11%	71%	17%	87%	20%	80%
4	Govt. High school, Madanpur	10	10%	80%	21%	81%	23%	83%	10%	70%
5	Govt. PS,Dakhinamundamuhan	11	27%	97%	10%	80%	21%	82%	11%	85%
6	Govt. PS,Jagasaradibasisahi	03	16%	86%	10%	90%	21%	91%	15%	85%
7	Govt. PS,Badaraguhnathpur	09	15%	85%	25%	95%	15%	85%	20%	90%
8	K.C Nodal High School	25	10%	90%	10%	90%	21%	91%	15%	85%
9	Govt. UPS ,Kaimatia	10	10%	97%	21%	80%	23%	82%	10%	85%

From the above table it is clearly reflected that

While taking the interview of the teachers of different schools of Radhacharnpur cluster most of the teachers are un aware of the TESSINDIA strategies . Only 20 % of Teachers have known about it but they never used the strategies No doubt they were developed their own strategies for the students to enhance speaking skill as well as participation of the students in different activities of the class ,still the progress of the students is very less. Hence I advise them to change their strategies ,and suggest to apply TESSINDIA( Talk for Learning ) strategies for 2-3 months to see the development among students .

They found student talk supports social learning as it helped students to create new language to use in a social setting. Additionally, they found the students made connections between old and new information to expand their existing views. Student talk clearly improved comprehension, critical thinking, and overall achievement. From the table it is found that more than 65% improvement is seen [1-5] ,70% improvement is seen [6-10], 70% improvement is seen [11-15] , 60% improvement is seen [16-20] indicators.



## PARENTS' INTERVIEW

Sl.no	Name of the School	Indicator ( 1-5)		Indicat ( 6-10)		Indicator ( 11-5)	
		Before	After	Before	After	Before	After
1	Govt. UPS,Radhacharanpur	30%	85%	25%	85%	15%	80%
2	Govt. UPS,Ogalapada	20%	95%	30%	80%	25%	90%
3	Govt. PS, Janala	35%		30%	90%	25%	85%
4	Govt. High school,Madanpur	40%	85%	15%	85%	30%	80%
5	Govt. PS,Dakhina mundamuhan	30%	85%	25%	85%	30%	90%
6	Govt. PS,Jagasaradibasisahi	40%	95%	25%	85%	25%	85%
7	Govt. PS,Badaraghunathpur	30%	90%	15%	95%	30%	80%
8	K.C Nodal High School	35%	85%	35%	90%	35%	90%
9	Govt. UPS ,Kaimatia	20%	90%	25%	85%	30%	85%

From the table it is found that more than 50% improvement is seen [1-5] ,70% improvement is seen [6-10], 65% improvement is seen [11-15] , indicators,

### Analysis of Data

This action research considers the impacts of Talk for Learning strategies on development of students activities, , on the achievement of class-II grade students in language . To analyse the efficacy of this strategy, three data collection tools were used: a classroom observation Schedule, a interview schedule for the Teacher & a interview schedule for the parents.

I compared the achievement data of “Talk for Learning” implementation of the strategy took approximately three months. This analysis of benchmark assessments focuses on students who present from the initial implementation in june to the final assessment in September. I analysed data from previous months similarly and only included students who were present for all three months, as it was anonymous. Additionally, the rubric analysis of the group sometimes reflected the new students, because every student needed a group.

The first and last data collected was classroom observation. I have done the observation, before and after implementation of the strategy to gauge classroom climate and student perception of talk in the classroom.

As I listened to the weekly conversations, I took notes on the bottom of THE IMPORTANCE OF STUDENT TALK the rubric outlining their conversations and any patterns emerging. To record the degree to which each quality was met, I marked each category on the rubric in terms of percentages. As necessary, I also marked specific language concepts needing to be re-taught and student conflict that may need to be addressed. After completing the Accountable Talk rubrics for each school, I completed a self-reflection form. This form served two functions: first, I analysed my own implementation of Accountable Talk and, second, I marked next steps to inform my instruction of the following weeks to the teachers.

### CONCLUSION

Classrooms are evolving in the 21st century. The traditional practices of teacher lecture and fill-in-the-blank responses are outdated and ineffective. Increasing student talk and allowing students to lead conversations improves academic and social achievement for all learners. Student talk, the verbal discourse between students and teachers regarding academics, shows children they are competent and collaborative in their

education .In modern and diverse classrooms, it is not enough for students to be passive participants; their learning depends on their active involvement.

Evidence from the research shows Talk for Learning help students' number of opportunities to respond in content discussions. The researcher found student talk supports social learning as it helped students to create new language to use in a social setting. Additionally, she found the students made connections between old and new information to expand their existing views. Student talk clearly improved comprehension, critical thinking, and overall achievement.

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