DIALOGIC SCIENCE TEACHING

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In dealing with scientific investigation, science teachers encountered difficulties in encouraging learners to depend their output or to present result of the investigation conducted. The reason behind is that communication ability of the learners is not fully developed.

In this regard, dialogic science teaching serves as an instrument toward mastery. According to Lyle (2008), “Dialogic Teaching harnesses the power of talk to engage children, stimulate and extend their thinking, and advance their learning and understanding.” Learners who actively engaged in talking have a confident mind in expressing themselves as a whole. Through this, they can easily express ideas, think outside the box, and able to relate science ideas into practical application.

In a science class scenario, learners are motivated to speak in behalf of themselves if the entire class is actively participated in the classroom open discussion. It may resulted to deeper understanding of the topic and the objective can easily be achieved. This is supported by the study conducted by Sedlacek and Sedova (2017), “the greater the number of students who participate in communication, the higher the probability that elaborated student talk with thought and reasoning will occur.”

Molinari and Mameli (2013) stated that, “effective teaching encourages students to actively engage in talk about what they are learning.” Likewise, Lefstein and Snell (2014, p.135), pointed out that, “students learn best through active participation that increases student engagement in classroom communication.” Teachers must encourage the learners to actively participate in classroom discussion instead of talking with their seatmate during a class hour. Maximize the learner’s time in sharing ideas about the
lesson. Dialogic teaching promotes collective thinking as it increases coherence of the communication for a more productive participation.

References:


How many are talking? The role of collectivity in dialogic teaching. 2017. Sedlacek M. and Sedova K.