

# Does All 'Talk' Lead To 21st-Century Learning?

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## 1. Introduction

Classrooms are evolving in this 21st century. Increasing student talk has been the centrality of current education goal. The focus is on building equal relationship between the teacher and the student, fostering students' curiosity and teaching them to inquire and ask questions rather than the passive traditional approach.



## 2. Problem statement

In 2019, Ghana introduced a new school curriculum at the basic education level. In the curriculum, much emphasis has been placed on 'talk for learning pedagogy'. However, there is **limited evidence** on how this pedagogical approach is perceived and practised in the classroom.

## 3. Research aim

The study aims to explore the nature of classroom talk in Ghanaian basic schools and the extent to which that promote learning.

## 4. 'Classroom talk' in the literature

It has been demonstrated in the literature that **effective implementation** of classroom talk support higher cognitive competencies (e.g., critical thinking, problem solving skills, creativity).

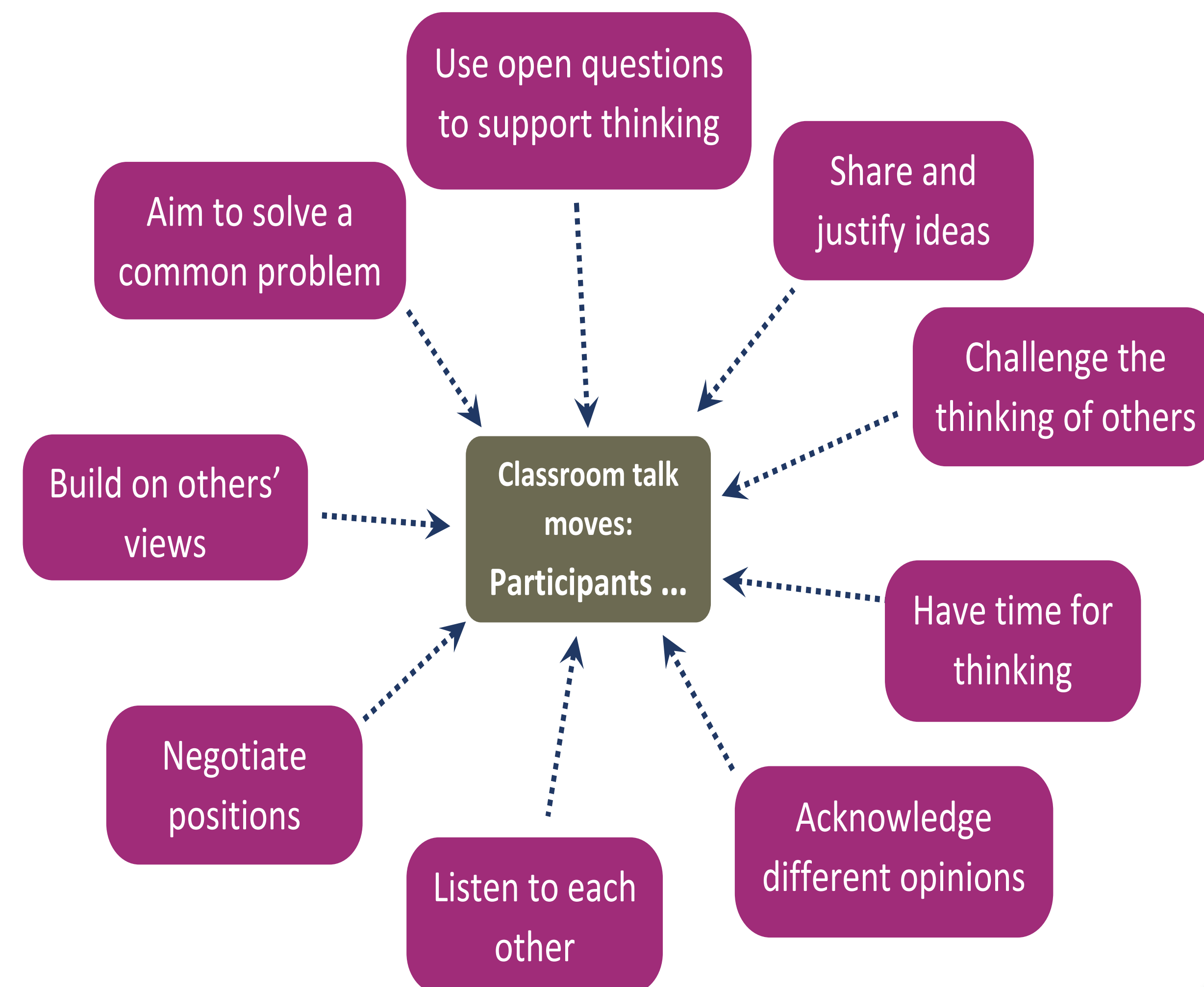


Figure 1. Observable features of an effective classroom talk

### References

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## 5. Methodology

- ❑ The research will use qualitative case study with ethnographic sensibility.
- ❑ Participants will be selected from two case study schools (i.e. a school from rural site and urban site)
- ❑ Three data collection instruments (*observation, interview, focus group*) will be used to gather information for this study.

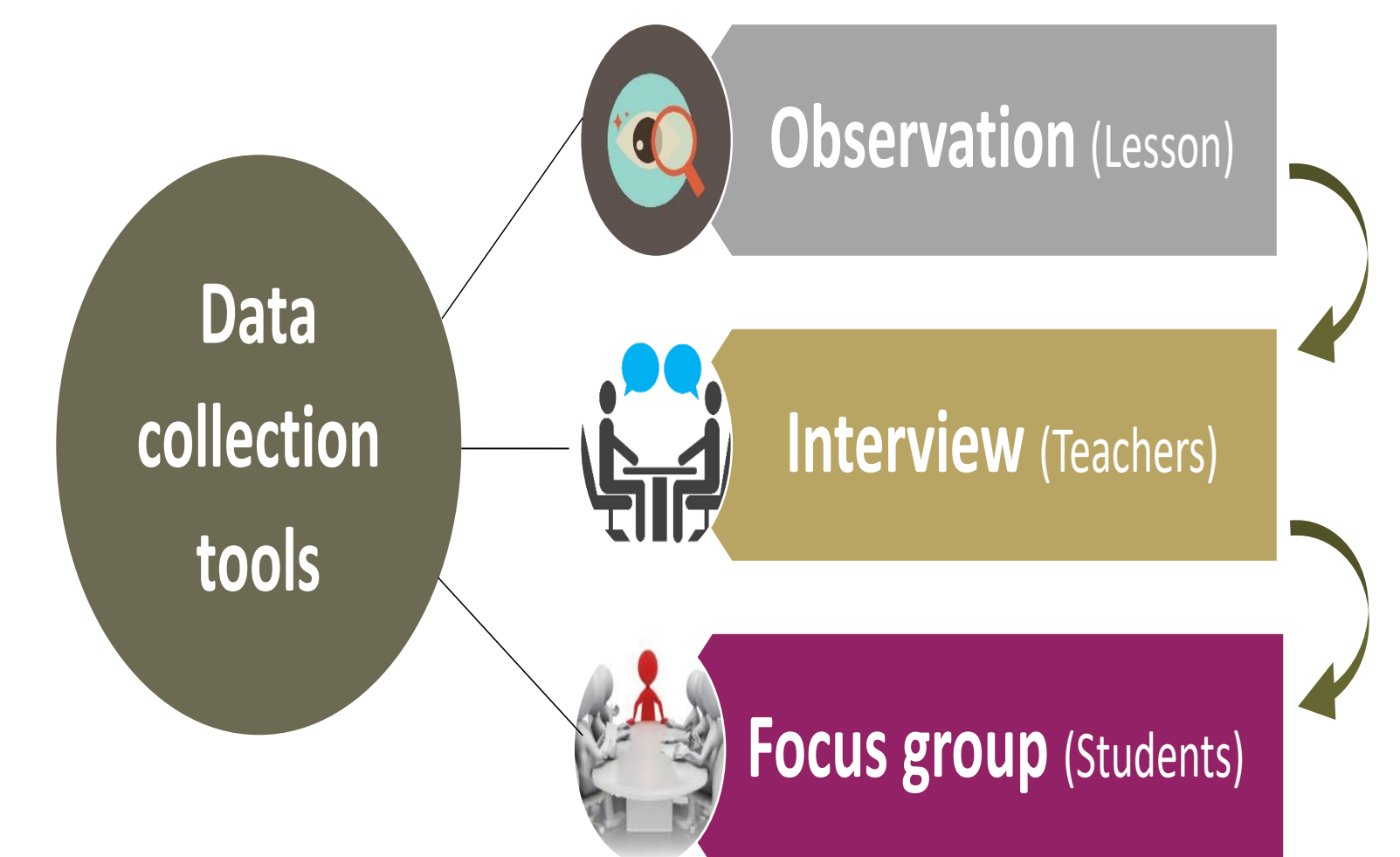


Figure 2: Data collection process

### Analysis

- ❑ Thematic analysis according to Braun and Clarke will be used to code and identify the patterns in the data.

## 6. Expected impact

The study aims to offer the following contributions:

- ✓ To bridge the knowledge gap in the existing research.
- ✓ To inform education policy and pedagogical practices.
- ✓ Seeking to develop a theoretical contribution on classroom talk, particularly in Ghana and other similar context.