ABSTRACT

This qualitative research study examined the observed behaviors and recorded experiences of tenth grade students as they were introduced to the concepts of Accountable Talk and participated in discussions in the classroom. There were 25 students who participated in this study. In the process of covering several units, including short stories and research, students had large and small group discussions. The purposes of this study were to observe the effects of Accountable Talk on the Academic English classroom.

The methods used to collect data were teacher observations, student surveys, student self-evaluations in the form of rubrics and surveys, and student work. These data were analyzed through reflective and analytic memos, evaluation of student performance, narratives, codes, bins, and the creation of theme statements. After data analysis, the findings suggest that after being introduced to what Accountable Talk is, through set expectations, teacher modeling, and self-reflections, and after being given a variety of opportunities to talk in the classroom, students showed respect and cooperation to each other, they strived to present accurate information, and they dug deeper into topics by challenging and defending their ideas and evaluating the information at hand. Students showed that they are more willing to participate when discussions were in a small-group format with peers with whom they felt comfortable and when they were interested in and had prior knowledge about the topic.