

وزارة التعليم العالي والبحث العلمي

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

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جامعة مولود معمري - تيزي وزو

كلية الآداب واللغات
قسم الإنجليزية

Item Number:

Serial Number:

A Dissertation Submitted in Partial Fulfillment of the Requirements

For The Degree of Master in English

FIELD: Foreign Languages

SUBJECT: English Language

SPECIALITY: Language and Communication

Title

**The Role of Dialogic Method in Improving EFL Students' Argumentative Skills: an
Analysis of Students' Views in the Department of English
at MMUTO**

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Academic year: 2022/2023.

Dedications

*To my beloved and sweet family, to my parents, special thanks to my mother **Linda** thank you for your love and warm encouragement throughout my research work, to my brothers and my grandparents for all the support and guidance, to all my friends who meant and continue to mean so much to me. I am thankful for all your love and encouragement during this time.*

Melissa Adjoud

I dedicate this dissertation to my family, my loving parents for their support and guidance during this period, to my sisters for their love and encouragement, for my friends and for all my beloved ones.

Liticia Boumekla

Acknowledgement

First of all, we would like to express our sincere gratitude to our supervisor Mrs. MALIKA Akir for her guidance and her support throughout this research work.

Then our deepest gratitude is expressed to the board of the examiners for accepting to examine and evaluate our dissertation and to the different teachers of the department who have helped and encouraged us throughout our studies.

Last but not least, we are very grateful to our families for their support, love and encouragements.

Abstract

The present study focuses on exploring the Dialogic method of teaching which is an approach to language learning that allows interaction and communication through conversation and dialogues between student/student and also student/teacher to develop argumentative skills and acquire speaking skills and critical thinking. The study deals also with its origins and its roles in improving argumentative skills of Master Students. This study has three main objectives. First, it is aimed to identify if the method is used in the classroom during the learning process. The second aim is to find out if the dialogic method improves the argumentative skills. Finally, it highlights the different roles of dialogic method in improving and developing the argumentative skills of learners. To carry this study, a mixed method approach involving qualitative and quantitative approaches has been followed. The research attempts to analyze the topic and determine the role that the Dialogic method plays in developing the argumentative skills of learners. It also highlights the principles of the method and for this a questionnaire is adopted and designed for students in order to gather and analyze the collected data. The findings have been converted into numerical data, and interpreted using content analysis. The results show that despite some shortcomings, the DM is used in the classroom. Hence, it develops the argumentative skills of Master Student, helping them to be communicatively competent.

Key words: Argumentative Skills, Communication and Interactions, Dialogic Method, Master students, Speaking Skills.

List of Abbreviations

DM: Dialogic Method

MA: Master Student

MMUTO: Mouloud Mammeri University of Tizi-Ouzou

Q: Question

QCA: Qualitative Content Analysis

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General Introduction

Statement of the problem

Nowadays, learning a foreign language offers multiple opportunities for students inside and outside the classroom. Different methods have emerged within different approaches because of the change in the needs and objectives of language learning. These new approaches aim to the use of language in real life situation to communicate and share with people from different background and ethnicities.

Dialogic Method can be mentioned as one of the approaches to language learning that allows students to communicate through conversation and dialogues between students, as well as between student teacher. This method helps them acquire critical thinking skills, learn how to debate with arguments and counterarguments and makes teaching and learning process become a cooperative process that requires the participation of both parts (Main, 2023). Dialogic teaching involves a continual and effective talk that help student develop their ideas and perspectives and overcome misunderstanding. It gives to learners the opportunity to contribute in the classroom discussions, examine and test their own understanding, and allow them to use the language in a new and effective way as a tool to communicate.

DM has a great importance in students' learning and development because it encourages students to think and question ideas, to explore new points of view, and to construct knowledge through dialogues with their peers and with teachers (Alexander, 2008). It aims at improving students' thinking, strengthening their speaking skills, and develops their understanding. Learners are encouraged to analyze, speak, narrate, explore, speculate and discuss not just wait for the teacher to provide answers (Junior Cycle for Teachers, 2013). The Dialogic Method used in the classroom not only

promotes wider and deeper thinking and learning among students; but it transforms and changes the traditional relation between teachers and students. It increases interaction between them to attain the best educational outcomes and improvements. A lot of research has shown that the classroom becomes more inclusive as all students participate and take an active and significant role in the discussion (Lyle, 2008; Mercer and Howe, 2012).

The Dialogic Method in the language learning context is a well-researched topic that has been investigated and explored multiple times throughout the years. Many scholars have explored this wide topic. Numerous studies and research have emerged among which *Dialogic Teaching: Developing Thinking and Metacognition through Philosophical Discussion*. This research has been conducted by Rupert Wegerif and Neil Mercer in 1997. They have investigated the Dialogic teaching in the philosophical discussion in schools, and they found in their results that Dialogic teaching helped students to develop and improve their thinking skills and strengthen their own thinking processes. Another study has tackled the DM entitled *The Effect of Dialogic Teaching on Students Critical Thinking Disposition* by Mansureh Hajhosseini in 2012 University of Tehran. The researcher explored the effect of using dialogues in the classroom on the learners' critical thinking and found that it encourages them to express themselves and stimulates their courage to dialogue and improve their self-confidence and self-evaluation. According to the results of this research, discussion makes students listen, distinguish difference in view points and reasoning. There have been several studies conducted on the impact of the dialogic method on the vocabulary skills, among which one study investigated by Robbins and Ehri in 1994. It indicated that the dialogic method is effective and has an impact on improving vocabulary skills of students. The

study showed that students taught using the dialogic method had higher scores in vocabulary tests.

Overall, these studies suggest that DM is an encouraging approach to language learning as it promotes an active learning. It was shown that using dialogic method can improve critical thinking of learners, and improve their vocabulary skills. However, they did not tackle how the dialogic method enhances the argumentation skills of learners.

Despite teaching foreign languages at school, from an early age in Algeria notably English, students encounter difficulties to express themselves freely, comfortably and efficiently inside and outside the classroom. It is noticed that many students struggle when it comes to speak the English language effectively whether dealing with academic or everyday topics and use it in real life situation to communicate. It is questioned why students are unable to express themselves when it is crucial and important for English language learners. Dialogic teaching method is one of the effective ways and considered as the educational approach of teachers and students' interaction that enables students to play an active role in the classroom discussions.

Aims of the study

Any student studying a foreign language needs its communicative function to enhance his/her argumentative skills. The ability to communicate and interact has always been important. It is among the four basic skills of the English language. This study aims at examining the roles of dialogic method in improving the argumentation skills of Master Language and communication students, knowing the effect of dialogic teaching on these students and understanding the way how using Dialogic method impacts and enhances their argumentation skills. Therefore, the study focuses on the dialogues and exchanges produced by Master language and communication students'

presentations. It also seeks to determine how important the DM is in the teaching process to develop these Master students' argumentation skills. Besides, the investigation aims to analyze the students' views on the effect of DM in influencing Master language and communication students' argumentation skills.

Research Questions and Hypotheses

- 1- Do Master Language and Communication students of MMUTO rely on the Dialogic method in their discussions/presentations?
- 2- Does the DM improve Master Language and Communication students' argumentation skills at MMUTO?
- 3- What are the roles of the Dialogic Method in improving argumentation skills of Master Language and Communication students at MMUTO?

Hypotheses

- 1- Master Language and Communication students at Mouloud Mammeri University rely on the Dialogic Method in their discussions, debates and presentations.
- 2- Dialogic Method improves Master Language and Communication student's argumentation skills at MMUTO.
- 3- DM plays different roles in developing the argumentation skill of Master Language and Communication students at MMUTO.

Research Tools

In order to conduct this research, a mixed method of quantitative and qualitative research is followed to gather the data of our study. The data of our research are collected through questionnaires that are presented for Master Language and Communication students at MMUTO, to analyze their views concerning the role of the Dialogic Method in improving the students' argumentation skill. The numerical data gathered are converted into statistical data using tables then interpreted and discussed using the qualitative content analysis. Quantitative data is presented in different diagrams and figures following the rule of three to convert the data into percentages.

Structure of the Dissertation

The introduction of this study consists of a general introduction where the topic is introduced, a general idea of the research study and statement of the problem. The first chapter of the dissertation known as the review of literature is the theoretical framework related to the research study, which includes the review of the DM, its origins and its major roles. This part also contains different sources and the most important works where The DM is mentioned and discussed by scholars. Then, the investigation focused on DM in teaching context. The second chapter is the research design. It includes the tools of data collection and it consists of gathering multiple answers to a questionnaire concerning the DM, its role in improving the argumentative skills of MA students and the analysis of their views on the roles of DM in developing argumentative skills. The chapter is also about the research methods followed to analyze the data collected. The third chapter is the presentation of the findings which contains the presentation of the results after analysis of the data in forms of diagrams. The next

chapter is the discussion of the findings which aims at discussing all the results collected and presented in the third chapter in order to answer the research questions. The dissertation ends with a general conclusion summarizing the most important outcomes of the research study.

Chapter One: The Review of Literature

Introduction

The present chapter is divided into five sections. The first one starts by highlighting the origins of the dialogic method. The second section deals with the major works related to this study which means the most important studies conducted by scholars on the Dialogic Method. Then the third section aims at reviewing the dialogic method in teaching in general and in EFL leaning context. The other section aims at defining the argumentation skills from different perspectives. The last section presents the roles of DM in improving the argumentative skills of students.

1. Origins of Dialogic Method

According to Robin Alexander, the Dialogic Method involves drawing students into a process of co-constructing knowledge. This means that using DM with learners engage them into their co-development where to have the ability to construct their knowledge with each other. It means that it is a collaborative process in which learners benefit from one another's ideas and contributions to further expand their knowledge. Education scholar Elizabeth Stacey explains the value of knowledge co-construction as follows:

Shared spaces can become the locus of rich and satisfying experiences in collaborative learning, an interactive group knowledge building process in which learners actively construct knowledge by formulating ideas into words that are shared with and built on through the reactions and responses of others. (Stacey, 1999, p.4)

Elizabeth Stacey's quote emphasizes the concept of knowledge co-construction which is a collaborative process, where students can create and learn from one another; develop their knowledge and understanding through discussion, debate and active participation. She highlights the importance of shared spaces as an environment whether virtual or real for this collaborative learning, where learners share their thoughts and ideas with the group. They engage in an interactive process by communicating and expressing themselves. This exchange of ideas allows others to respond, react with their ideas. It helps the group expand their understanding and comprehension together to reach a deeper learning.

The word dialogue is defined by many scholars such as Patricia Romney "Focused in conversation engaged in intentionally with the goal of increasing understanding addressing problem and questioning thought and action" (Romney, 2005). This means that a dialogue is intentional conversation that aimed at understanding each other better, solving problems, questioning ideas and actions. It is about having a deep and meaningful discussion, which helps people understand and find solutions by exploring different perspectives. For Patricia Romney in her guide *The Art of Dialogue* designed to promote and facilitate effective communication, dialogues engage the heart as well as the mind; it has a focus and a purpose. It involves both emotional and intellectual engagement; the focus and purpose of such dialogue are to create meaningful and productive communication. Conversations can be strengthened and participants can develop knowledge by integrating both rational thought and emotional understanding. It is an effective way for addressing complex and sensitive topics (Clark University, 2006).

2. Definition of Dialogic

The word dialogue has its origins from the ancient Greek; it derived from the Greek word *dialogos*, which is a combination of two words: *dia* meaning through or across and *logos* which means speech or word. The meaning of this word has not changed over the years. It refers to a discussion or a conversation between two individuals or more. It is when a response rises multiple other questions. Bakhtin (1986) claimed that “if an answer does not give a rise to a new question it falls out of the dialogue”, it is considered as a fundamental tool of communication. This emphasizes the idea that a meaningful dialogue is an ongoing, interactive process where each response encourages further questions, maintaining engagement and deeper understanding. It highlights the importance of continual questioning as a fundamental tool of effective communication, ensuring that the conversation stays active and evolving rather than being static and unproductive.

The term *Dialogic* is defined by the Oxford English Dictionary as anything related to the word dialogue; it is characterized by interaction, exchange of ideas. The earliest recorded use of the word dialogic date back to 1670 derived from French and Latin origins. The Oxford English Dictionary provides an extensive historical overview of the word usage. It emphasizes the nature of dialogues as a process involving different perspectives and interactions. In the concept of dialogic, multiple viewpoints are considered; it recognizes that interaction between several voices creates understanding and meaning. It is a discussion in which various individuals share their thoughts, leading to a deeper and a richer comprehension of a topic. In contrast to the term *Monologic* characterized by a single perspective and one final correct interpretation; it implies that there is only one definitive truth or meaning. There are a

number of formats of instruction that have been recognized as dialogic and opposed to monologic:

Interactional: It is a dialogic format that is used in the classroom. It involves a high student and teacher interaction and talk that include dialogues, short utterances and interactive communication and exchange. This format is characterized by dialogic and cooperative approach to transmit information and guide individuals. The focus is on fostering a two way communication where students are active participants in the learning process. It encourages active engagement and participation; it promotes dynamic exchange of ideas and enriches the educational experience. For example in a class with teachers and students exchanging short comments and questions around one given topic, both teachers and students build on their responses with further questions, and this creates an interaction (Lefstein, Adam, Snell, and Julia, 2013).

Question-answer: This format of instruction is an example of dialogic approach to learning; it involves both the teacher and the learners. The teacher asks questions about a specific topic or engages a debate related to the subject matter then the learners actively provide solutions and try to answer the questions or it is the learners who ask questions to the teacher. This format encourages a dynamic exchange of ideas; *it* allows learners to think critically and express their thoughts. This is an essential tool to stimulate curiosity and promote active participation. In addition to developing and promoting learning, the question answer format of instruction encourages communication and collaboration learning environment between learners. For example, when a teacher asks students a question about one specific topic, the students provide their own answers and ask their own questions to the teacher about the topic (Matusov, Bell, and Rogoff, 2002).

Conversational: The conversational format of instruction embodies dialogic approach and reflects natural conversations. The format emphasizes on open dialogues and engagement. It is an informal discussion rather than a formal lecture it is the everyday types of conversations. When communicating, the teacher employs a casual and informal tone rather than using a formal academic one encouraging learners to actively participate by asking questions, sharing perspectives and exchanging their opinions. The conversational format is flexible and can be adopted to suit the needs of the learners. For example, in the class when a teacher casually asks a question to begin the lesson, students share their ideas and thoughts freely in an informal way as in a mutual conversation, building on each others' opinions without following a structured format. The conversational approach is considered as casual conversation, where dialogues are like a mutual exchange rather than a formal lesson (Echevarria, Silver and Hayward, 1995).

Without authority: The instructional format without authority is a dialogic approach opposed to the traditional teaching structure. The teacher adopts a facilitative and a collaborative attitude rather than being the central figure in the classroom imparting knowledge. The teacher becomes a guide encouraging learners to participate explore and ask questions independently. This approach focuses on inclusive learning environment through open discussions, brainstorming and shared decision-making. Learners collectively construct knowledge. This format promotes creativity, critical thinking and encourages active contribution to the learning process. It is an open exchange of ideas. For example, in a study group, students discuss their own interpretations and respond to others' ideas without a leader to guide the discussion (Piaget and Smith, 1995).

The term dialogic was developed by Robin Alexander throughout the early 2000's. However, the concept can be traced back to Socrates who suggested that education practice should be centered on notion of dialogue, and that questions elicit new thinking and not a probe for new answers. Before Alexander begins his research, Vygotsky was concerned about language and dialogue. This has been one of the key elements of his theory. Cognitive development which led to the foundation of educational psychology puts social interaction at the center of the learning and development process (Vygotsky, 1978). He suggested that cognitive development is a social process because children learn through social interaction by communicating and interacting with people to gain better understanding from prior knowledge. This is known as cognitive scaffolding. He has linked better language with better thinking or a stronger ability to express what they mean.

A rich learning environment is necessary for children to engage in meaningful conversations about different topics. These conversations help build relationships between peers and adults; it allows children to share information and opinions through discussion. Children become aware of themselves and each other. They begin to understand the world around them. Dialogues provide them a safe place where they feel comfortable sharing personal thoughts and feelings (Main, 2023). With the contributions of Vygotsky, the educational psychology field shifted from studying the cognitive development of children as intra-mental activity to study it and analyze it as inter-mental activity acquiring a social and cultural approach (Garcia, 2010; Mercer and Howe, 2012). This concept initiated by Vygotsky considers the language as the most important element to think, learn and develop children's cognitive growth. According to Vygotsky, language development occurs in a social context where children engage and interact with others, such as their parents, peers and teachers. This interaction helps

children integrate language, transform and use it for individual cognition rather than as a mean of social communication; this means that it takes place first in the social context and then at the individual level (Vygotsky, 1978). For him, inter-mental activity (between minds) includes the social aspect of learning where knowledge is co-constructed through dialogue and cooperation. On the other hand, intra-mental activity (inside minds) involves children using language for self-regulation, problem solving and individual cognition. It means that these processes develop both cultural and psychological activities. Thus, language enables both cultural transmission and personal intellectual growth.

The important bases in cognitive development are means by which children inter-think. It refers to the collaborative process where children think and also create meaning together and reach the higher mental functions needed (Vygotsky, 1978; Mercer, 2000; Arauz, 2006). They suggest in their respective works that interaction with others is essential for cognitive development because it helps children integrate language and activities from the outside world. They highlight the importance of communication in education and believe that a meaningful discussion with their peers or with their teachers is essential for their cognitive development in the society as individuals and for their academic outcomes.

The Dialogic method also known as dialogic approach is an educational communicative approach that emphasizes on interactive exchange of ideas between individuals. It is a method based on the idea that an active participation, conversation and exploration of many ideas and perspectives help the learning process of students and improve understanding. It has its roots in ancient philosophical and educational traditions within the Socratic Method developed by the ancient Greek philosopher Socrates. He engaged in philosophical discussions and debates with his disciples using

questions and participation to guide them to understanding, critically think and analyze ideas. The modern concept of dialogic method was popularized in the 20th century with the contributions of many scholars like: Alexander Robin, Mikhail Bakhtin, Paulo Freire, and Hannah Arendt.

Influenced by its historical and philosophical roots, the dialogic method has developed through the years and has become a fundamental approach in education and has been adopted in multiple disciplines including philosophy, psychology and communication. Its objectives are essentially to improve the critical thinking and encourage participation, collaborations and also to develop a deeper understanding of different perspectives and viewpoints through dialogues. It emphasizes the importance of a meaningful conversation and clear communication.

3. Types of Dialogic

Paideia: It is a type of dialogic where the process of learning occurs through asking thought-provoking questions, confrontation and challenging assumptions and ideas that require argumentation and disagreement. This concept of learning results from the Socratic dialogues described and developed by Plato (Plato, 1997).

Exploratory talk for learning: It is a group discussion and a collaborative problem solving, also called a collective brainstorming where efforts are made by learners to find a conclusion to a given problem. This method encourages learners to share their ideas and arrange them to different patterns (Barners, 2008).

Internally persuasive discourse: Mikhail Bakhtin's notion of internally persuasive discourse (IPD) has influenced the conceptualization of learning in educational literature; it is divided into three distinct ways:

- Internally persuasive discourse is an appropriation when the ideas and words of someone else become one's own. In this approach internally persuasive discourse refers to personal and profound psychological conviction of an individual (Ball and Freedman, 2004).
- IPD understood as student authorship accepted by a community of practice, involves creating and developing long-term projects and self-examinations. This approach suggests that learning happens when students generate their own learning and understanding (Bakhtin, 1981).
- IPD in this perspective suggests that learning occurs in dialogic groups of participants testing ideas and looking for the limits of personally held truths. In this approach the focus is on the dialogue itself, emphasizing a dynamic process where everyone share and test their ideas and perspectives (Morson, 2004).

4. Dialogic Learning

The science of dialogic learning has emerged in the last four decades. Numerous studies have examined and confirmed the importance of the dialogue in the classroom as a unique tool of teaching to lead effective practices and develop skills (Racionero, 2010). It has been inspired by the learners-centered shift; education made a shift in how individuals and cognitive elements were understood from a focus on mental schemata of previous knowledge to a focus on inter-subjectivity and dialogue for leaning and development (Bruner, 1996).

Dialogic learning is a learning that takes place through dialogues; it is an educational approach that places dialogues and conversation as the center of the learning process. It involves a meaningful interaction between learners and educators. In other words, it is the egalitarian dialogue where giving opinions and arguments is considered according to their validity instead of the power or the status of those who make them. It was first applied to education by Ramon Flecha. The egalitarian dialogue encourages individuals to create meaning and develop solidarity between people (Kincheloe, and Horn, 2007). The concept of dialogic learning is related to the Socratic dialogues within the western tradition specifically in ancient Greece. It has a long history since it was found in many other traditions like the traditional pedagogy in India and Buddhism in Asia. The book *The Argumentative Indian* written by Amartya Sen who viewed the dialogic learning within the Indian tradition, and the focus on communication and dialogues spread across Asia with the rise of Buddhism.

The works of soviet philosophers particularly Mikhail Bakhtin, Valentin Voloshinov and the psychologist Vygotsky provided the basis of the twenty first century dialogic learning (Sen, 2013). The notion of dialogic learning is related to theories that include the dialogic inquiry approach, the theory of communicative action and notion of dialogical self. Among these theories the transformative learning theory by Timothy Koschmann who encourages the use of dialogic in education, he highlights the importance and the advantages of using dialogic as the basis of education. Anne Hargrave also shows that learners in dialogical classrooms gain more knowledge in reading and in speaking than learners with less dialogic learning (Sen, 2013).

Dialogical learning is a learning process that happens within group discussions where learners express themselves and take into consideration others' ideas and opinions. They absorb other participants' opinions and they make connections between

ideas. It occurs in dialogic spaces by opening up for co-construction in classroom dialogues. It can be used to help learners construct knowledge and build their own understanding based on meaningful dialogues. It develops their critical thinking skills and help learners reach a higher level of thinking and reasoning (Ligorio, César, and Wegerif, 2013).

5. Theories of Dialogic Learning

1. The theory Dialogic inquiry:

According to Gordon Wells the word inquiry is a predisposition for questioning, a tendency for asking question and collaborating with others to find answers. It is an educational approach that recognizes the dialectic relationship that exists between the individual and society; it is also an approach to learning that emphasizes on inquiring knowledge through interaction and communication. According to Wells characteristics of the learning environment influence the dialogic inquiry. Wells claims that dialogic inquiry transforms and enriches people's knowledge, ensure the survival of various cultures and have the ability to change and transform themselves according to the requirement of every social moment (Wells, 1999).

2. The theory of dialogic action

Freire (1970) states that human nature is dialogic, he considers that communication and interaction plays a major role in our daily lives and that individuals construct and reinvent themselves through dialogues. In the learning process dialogue that encourages the epistemological curiosity of the learners claim in favor of the democratic choice of the educators. It means that engaging conversations and discussions is a way to promote a democratic approach in education, where teachers should facilitate open and collaborative discussion. It states that everyone's opinion is

important and working together making decision collectively promotes inclusivity, independent and critical learning in educational decision making process. The dialogic actions suggest that engaging in meaningful conversations aims to uncover a deeper understanding of reality and truth through dialogic action. Individuals interact with others and the world around them, express opinions, exchange ideas and they construct knowledge that contributes to a better comprehension and accurate perception of reality.

3. The Theory of Communicative Action

Habermas (1984), claims that rationality is more about how people who are capable of speech and act use their knowledge than it is about knowledge itself and how it is acquired. He considers that rationality is not just knowledge and facts or information but rather about how individuals apply that knowledge in their interaction and action within the society. Rationality is linked to communication and discourse; it is about how people engage in conversations, debates and dialogues to negotiate meaning, share ideas and perspectives in order answer questions collectively. In instrumental rationality there is an instrumental use of knowledge by putting objectives and aim to achieve them in an objective environment. On the contrary, knowledge in communicative rationality refers to the understanding provided by the objectives and the inter-subjectivity of the environment in which actions take place and develop.

4. The Theory of Dialogic Imagination

According to Mikhail Bakhtin meaning needs to be created in a dialogic way with other individuals. He came with the theory of dialogism that establishes a connection between language, interaction and social transformation. In his work published in 1981, Bakhtin highlighted the importance of producing meaning through a dialogical approach that includes dialogues and interactions with others. His theory of

dialogism emphasized the relation between language and interaction. For him, language is not a static entity but a dynamic and evolving system created through social interaction; he believed that deep understanding and knowledge emerged from ongoing dialogical exchange of ideas, challenging and expansion of perspectives. According to Bakhtin language is dialogic which means it develops through communications and interactions. When individuals engage in a dialogue they construct and co-create meaning influenced by their culture or social context.

Bakhtin's concept of dialogism suggested that dialogues are not just linguistic but also ideological by carrying ideas and ideologies of a society. This means that people communicating with each other have a direct impact on our social environment and it has also the power to influence and change society. The notion of dialogism stresses the role of interactions in the creation of meaning within a social context and he believed that language and society are related and shaped by continuous dialogues. According to Mikhail Bakhtin the individual's existence is related to engaging in conversations with others and that meanings are created in processes of reflection between people and these are the same meanings that we use in later conversations. In this sense Bakhtin refers to a chain of dialogues emphasizing that every discussion results from a previous one and each new dialogue will inevitably be present in future one. He also claims that a person does not exist outside of the dialogue. According to him, our identity is shaped through our participation in dialogues and the way we communicate and connect with others because the interactions allow us to recognize the unique viewpoints of each individual.

6. Dialogic Teaching

1. Definition

Dialogic teaching also known as dialogic education is one of the proposals studied and developed to advance scientific understanding and progress; it aims to use discourse and speaking effectively in a way that is beneficial for both students' learning and development.

Several authors have influenced the growth and the development of dialogic teaching including Nystrand (1997), Wells (1999), Alexander (2008), Resnick (2008) and Mercer (1995), who emphasize the need and the importance of fostering dialogues between teachers and students. They claim that meaningful conversation and interaction between teachers and students are crucial in learning in the construction of knowledge, understanding of the curriculum content instead of being communicated from the teachers to the learners. As highlighted by (Alexander, 2008), the dialogic teaching represents a shift from the conventional approach of teacher student question answers and redefines this pattern by encouraging dialogue. The teacher takes a role of facilitator aiming to enhance student's learning and comprehension instead of asking questions. He engages actively in a conversational exchange aimed at improving understanding, and encourages active participation and open dialogues that creates an active learning environment. Dialogic teaching advocates for a better interactive and dynamic form of learning for students to enhance their skills.

2. Principles of Dialogic Teaching

Dialogic teaching is an interactive and collaborative approach to education developed by Robin Alexander. It is an approach that draws students into the shared construction of knowledge. This approach engages students in collaborative thinking on various issues, supporting them in long sequence of authentic questions and answers.

Robin Alexander developed dialogic teaching after a comparative education study where he examined talk in the classroom across different countries; he observed that conversations and dialogues were typical aspects of the way teachers interacted with their students in several Russian schools he visited. Alexander Robin used the claim of Bakhtin that suggested that dialogue answers give rise to further questions as an inspiration for his work development of talk-based dialogic education program.

Wegerif (2006) and Alexander (2007) provide five criteria for dialogic teaching typically involve the following aspects:

1. Collective:

In dialogic teaching the collective criteria emphasizes the importance of collaboration and shared learning experiences. It highlights that the learning and understanding are improved and enhanced when learners actively engage with one another. This means that when people actively interact and communicate with one another, construct knowledge collectively and build upon each other's ideas the learning process is improved and developed. In the collective approach the classroom environment become a dynamic space where teachers and learners address leaning and tasks together, it is also a place where various perspectives come together to enrich and strengthen the learning process. The dialogic teaching fosters collectiveness and participatory learning atmosphere that encourages the growth of learners and the learning community. It promotes sense of community within the learning environment where learners collaborate, participate, criticize, question one another and asses idea, construct, analyze and collectively work together in order develop a deeper understanding and comprehension and build knowledge. For example, students engage in a group conversation, about one topic like novels in literature class. Each student of

the group collectively contributes with his own interpretations and analyses, by including round table discussion, where every student is encouraged to share and participate.

2. Reciprocal:

It is a notion of balanced and mutual exchange between teachers and students during dialogues and discussions. This dialogic teaching principle suggests a mutual exchange of ideas and takes turn sharing thoughts. Teachers and students listen to each other attentively and respond, share ideas and take into consideration others' point of views because it encourages critical thinking and reflection. Reciprocal promotes interactive and inclusive learning environment. Teachers could use pair work where students collaborate in pairs or in small groups. They formulate hypotheses and evaluate results, debate, and explain their observations in turn. Role-playing also could be used between students, with one questioning and the other explaining ensuring that everyone participates actively.

3. Supportive:

Another principle of dialogic teaching is being supportive emphasizing on creating a safe, respected and comfortable environment that encourage students to express their thoughts and ideas without fear of judgment. Learners are encouraged to communicate and interact freely without any embarrassment over wrong answers; they are supported and helped by their teachers and each other to reach common understanding. Teachers play an important role in initiating the supportive atmosphere by recognizing and valuing each of the participants' contributions, building sense of trust and promoting open dialogues, fostering positive interaction and active listening. It also nurtures confidence in sharing diverse perspectives and enables individuals to

engage in constructive discussion, ask questions, challenge assumptions and enhance the overall learning experience. For example, to enhance students' speaking skills, teachers are encouraged to use peer interaction, role assignment or pair work, where a set of topics related to their recent lessons is given, providing constructive feedback and positive reinforcement.

4. Cumulative:

In dialogic teaching, the idea that dialogues, discussions are constructed upon prior contributions to form a coherent and evolving understanding. Each dialogue and interaction is part of another larger and ongoing conversation where ideas accumulate over time. Teachers and students construct their own and each others' idea and then chain them into an accumulative line of thinking and enquiry. This principle promotes gradual development of knowledge, create a collective, and cumulative environment that encourages students to connect with their previous learning to deepen and improve their understanding and comprehension. For example, teachers should integrate summarizing key ideas and mind mapping at the end of each lesson. Summarizing helps student understand the main ideas, and mind mapping shows how each conversation and lesson builds on previous knowledge improving the collective knowledge. These two activities improve cumulative learning and develop new ideas to better understand existing information.

5. Purposeful:

Another principle of dialogic teaching is purposeful which means that the teachers plan their classroom talk toward a specific educational objective, guiding the focus on the content of the dialogue. The educators plan and organize the structure and the content of the dialogues purposefully to conform the educational objectives. It

encourages the teachers to design questions and activities that need critical thinking; it also helps learners understand the subject matter. For example, organizing a debate in the class, where the discussion is oriented toward one final goal, such as developing specific skills such as argumentation or public speaking, the teacher guides the discussions toward these objectives to keep the dialogues productive and focused.

Other principles of dialogic methods according to the work of various theorists

Value of creation: Good interaction construct knowledge, encourages sharing ideas, exchange of thoughts and creates the opportunities of new ideas to come together. This principle is based on the work of Bakhtin who stated that meaning and knowledge are created through the process of dialogues (Bakhtin, 1981).

Non-binary Approach: This principle stresses the importance of listening to others which is fundamental to the process of change, it involves actively hearing to different perspectives and experiences to help gain comprehension of their needs and concerns. It is based on the work of Freire who argued that dialogue is a process of world mediation (Freire, 1970).

Self-Determination: This principle encourages self-directed learning and autonomy. It emphasizes on allowing learners to take ownership of their learning experience which means allow them to direct their own education journey freely. It encourages them to actively participate, make choices, give their point of views, ask questions, seek answers, engage in debates and set goals for their own learning process. Self-determination enhances motivation, engagement and sense of responsibility that leads to an effective learning (Knowles, 1975).

Atwal (2019) engaged in a collaborative research action and identified key principles of dialogic teaching:

- Provide learners confidence and the opportunities to ask questions.
- Allow time for group discussion and collaborative with each others.
- Plan the classroom talk by providing the opportunities for each learner to communicate.
- The use of questioning strategies to provide opportunities to talk: wait time, hands should not be raised the teacher selects the students who must answer, they are encouraged to discuss with a group to help them formulate answers; create opportunity for discussion through phrases. Incorrect answers are discussed, involves students in others' answers to discuss in groups and time is given to formulate and create questions.
- Ask learners how they feel in their learning journey, teachers and educators are concerned about the emotional well-being and emotional state of their students in order to support them in their progress.
- Dialogic teaching is based on asking open-ended questions to promote discussion and deeper understanding.
- The teachers and learners are encouraged to achieve a balanced conversation to create an engaging and collaborative learning environment. Here are some strategies to promote this balance: active listening, equal opportunities, shared responsibility, flexible teacher roles, and encouraging students to talk and lead the conversations.
- Introduce a Talk Charter in dialogic teaching which means establishing a set of guideline or rules that outlines how dialogues and discussions should be organized and conducted within the learning environment to facilitate productive and respectful communication during classroom talks.

- Enhancing scaffolding which is a method where teachers provide a structured support to students to explore, learn and discover new concepts and develop their skills on their own to become independent thinkers.
- In dialogic teaching the misconceptions are discussed and it involves identifying and correcting the mistakes or any misunderstanding that learners have about any topics to talk about them in the classroom.
- In dialogic teaching it is important for teachers to behave as role models, acting and demonstrating an attitude they want to transmit to their students. By modeling effective communication, active listening, and respectful dialogues. Teachers provide students examples of how to interact and how to engage in a productive and meaningful conversation.

These principles are established to promote, support, and facilitate meaningful and productive interaction in the classroom within the learning process for the learners. By following these principles, the objective is to encourage and help students learn more effectively by creating an environment where teachers and students engage in dialogues and interact with one another in a way that improves and enhances their learning. If classroom talk does not mirror these principles then it cannot claim to be truly dialogic (Alexander, 2017).

7. Roles of Dialogic Teaching

The DM is a teaching and learning approach that has been increasingly studied and applied in classrooms. It places a focus on the importance of dialogues, discussion and communication in fostering critical thinking in the learning process. It is a dynamic and interactive approach to learning that transforms a passive listening into an active classroom talk. According to this approach, dialogue is an important and powerful tool

to help achieve shared understanding and deep comprehension. It is defined by Combs (2018) as a “communication process in which people with different perspective seek understanding”. It means that conversation is a form of communication in which people with different points of view work together to understand one another in a better way. It involves active listening, focusing on understanding others’ perspectives rather than just asserting one’s own. This approach fosters collaboration, co-construction of knowledge and encourages critical thinking, and it allows learners to grow in their understanding through respectful engagement.

The aim of dialogic teaching is to maximize the interactions and dialogues between teachers and students to reach the best educational outcomes and improve their learning. It encourages learners to explore new ideas and new points of view, construct knowledge with their peers and with their teachers (Alexander, 2008). It also aims to increase participation and empowers students to become active and independent in the classroom (Lyle, 2008; Mercer, 2012). It promotes a wide and a deep thinking and learning among students and transforms classroom relationship from the traditional power relation between teachers and students (Teo, 2019). Learners are able to work collectively to reach a higher understanding and complete tasks moving forward in their thinking and reasoning. The primary role of dialogic teaching is to facilitate these following according to (Alexander, 2008; Resnick, 2015):

1-Active engagement: It encourages an active participation where students have an active role in the classroom. They are encouraged to participate and engage in class activities and debates. It emphasizes collaboration learning where students build their own knowledge to gain a deeper comprehension and understanding of a subject matter.

2-Critical thinking: It develops critical thinking through challenging students to ask questions, analyze and evaluate information. It plays an essential role in developing students' critical thinking abilities by encouraging them to ask questions, evaluate different viewpoints, and create well-reasoned arguments based on their own interpretation. It develops a deeper comprehension of the material, while giving students' the tools they need to think critically, challenge assumptions and express their viewpoints.

3-Communication skills: It plays an important role in fostering students' development of effective communication skills. It encourages students to develop their speaking skills through interaction, dialogues, respectful discourse. It encourages students to express their thoughts and ideas with teachers and with their peers. Students are given opportunities to engage and participate in meaningful conversations that deepen their understanding of different topics. This approach develops students' communicative skill that is essential for their academic outcomes and personal growth.

4-Collaborative learning: Dialogic teaching encourages collaborative learning where students actively participate in discussions, share their ideas and build knowledge collectively. By engaging in meaningful conversations and dialogues with their peers, students are exposed to different perspectives. They challenge their own thinking together and deepen their understating of the subject matter. In this approach everyone's ideas contribute to the overall learning experience.

5-Respect for diverse perspectives: It creates an inclusive environment where different points of view are respected and valued to help students appreciate these different viewpoints. It encourages students to understand different opinions. By

actively listening to each other's ideas and thoughts students can expand their own perspectives and develop a deeper understanding of the subject matter.

6-Knowledge construction: It emphasizes the construction of knowledge through communication and interaction enabling students to construct their understanding and comprehension. By engaging in meaningful discussions and dialogues with their peers in the classroom, students have the opportunity to actively construct and build their own knowledge and understanding. This active engagement in the learning process helps students develop a meaningful understanding.

7-Ownership of learning: In dialogic teaching learners are responsible of their own learning and education. Students have the possibility to control and shape their own learning experience; they can explore different viewpoints, ask questions freely, discover knowledge, collaborate with their peers, and analyze information. By actively participating in discussions and taking responsibility of their learning, students become more engaged and motivated in their learning journey.

According to Alexander (2007), Fisher (2007) and Kazepides (2012), the main roles of dialogic teaching are the following:

- Encouraging learners to ask questions, share perspective and contribute to the collective knowledge.
- Empower learners in thoughtful discussion and dialogue in the classroom.
- Eliciting and encouraging student to engage into everyday talk, common sense perspective, engage with their developing ideas and helping them overcome misunderstanding.
- Developing and stimulating thinking to advance their understanding and also help learners expand and build their own ideas.

- Being supportive and collaborative provides social benefits for learners.
- Helping students to develop their skills (listening, speaking and argumentation) by interacting, responding to others, engaging in debates with their classmates, forming questions, evaluating, exploring and justifying opinions.
- Dialogue enables students to engage in higher critical level of thinking because it moves the discussion into a philosophical level.
- Encouraging and enhancing students' creative thinking through collaboration, reasoning, cognitive processing, self-regulatory behavior, cumulative inquiry and interaction.
- Creating a dynamic and interactive learning environment that promotes the development of communication, collaboration skills and critical thinking.

8. Argumentative skills

According to Kuhn (2003), the process of argumentation includes arguments and counterarguments. It refers to the abilities and competences related to construct, present, evaluate and assess effectively the evidence of the overall argument. It is the process of developing and presenting arguments. Since the twenty-first century the argumentation is one of the key essentials of cognitive skills. It requires critical thinking, persuasive communication, the ability to engage in debate, and the construction of meaningful discourse. It is described as a process that revolves around the creation, presentation, and the evaluation of arguments, which are statements or claims presented to support and defend a particular viewpoint or position. It is considered as a dynamic active process that includes an ongoing dialogue or discussion where individuals exchange ideas and thoughts by exposing arguments and counter-arguments on a subject matter. Each one tries to persuade and convince the other with these arguments illustrated by evidence and examples to reach and arrive to a conclusion. These arguments are formulated and presented effectively and persuasively through written or spoken

communication, they are based on evidence, logic and reasoning. The argumentation includes counter-arguments which are the arguments that oppose the viewpoint, engaging with these counter-arguments make the debate more comprehensive and fair for everyone.

Many researchers have defined and drawn attention to the argumentation skills here are some definitions:

Aydin (2013) states that argumentative process consists of arguments; it is the process of convincing the opposing party through evidence of the claim, which is defended individually or as a group.

Stephen Toulmin defines argumentation skills as the ability to assess, understand, and evaluate arguments, as well as to construct clear and persuasive arguments. Toulmin argues that an argument is a collection of evidence and theories put forward to justify a claim, refute or support an explanatory prediction.

Ucar (2018) claims the argumentation skills refer to one's ability to form arguments that includes a theory, evidence and counter-arguments.

Perelman and Olbrechts-Tyteca (1958) define argumentation skills as the art of persuasive discourse, involving the use of reason and evidence to convince and influence others.

Fettahoglu (2013) argues that an argumentation process consists of reasons or statement to criticize or support a claim of any topic. He defines arguments as relational situations between the claims that are supported or refuted.

Isiker (2017) explains that an argument can also be defined as a form of proof used to reach a conclusion from the available data to support, verify or strengthen a claim or an idea.

The word argument means evidence, claim, and assertion. It has been used by scientists with various meaning. An argument can occur as an individual activity through thinking or writing or as a social activity taking place within a group. It involves exposing reasons and then testing them from different perspectives based on appropriate evidence (Driver, Newton, and Osborn, 2000). Based on these definitions arguments are one of the essential components of an argumentation process (Cinar, 2013).

8.1. The Aim of the Argumentative Skills

The argumentative skills has an important role in acquiring and application of high level thinking skills such as critical thinking, problem solving, decision making skills, reasoning and persuasive communication (Ucar, 2018). Here are the important aims of the argumentation skills:

- Reach a conclusion based on the presented arguments and their evaluation. These conclusion lead to a decision making, deep understanding of a given topic, and influence others' thoughts.
- It develops learners' critical thinking; it improves their capacity of thinking critically and assesses information, ideas, evidence and enhances learners reasoning and it develops their logic and their vocabulary.
- It strengthens learners' communication skills and reinforces their ability to formulate arguments persuasively in both written and spoken communication.

Conclusion

To conclude, this chapter focused on the main important concepts related to research work. It reviewed the literature concerning the definitions of dialogic method

and its origins, introduced theories about it, and provided an explanation of its various types. This chapter discussed both dialogic learning and dialogic teaching by making references to scholars. The chapter explored the principles and important roles of dialogic teaching including definitions and aims of the argumentative skills according to scholars. It introduced the theoretical framework against which the study is conducted, identifying key concepts in the field of dialogic method to help conduct the research work.

Chapter Two: Research Design

Introduction

This chapter deals with the description of the research design used to explore the topic that is related to Master Language and Communication students' view toward the role of dialogic method to improve the argumentative skills. This chapter is divided into two sections. The first one is called procedure of data collection which describes the participant, the setting, the method and the research tools used to collect data needed to manage the objectives of the research work. The second section is named procedure of data analysis which describes the procedures used to analyze and interpret the findings.

1. Research method:

This research work adopts a mixed method approach. The quantitative method is used to collect and analyze numerical data. This method enables to find patterns and averages, formulate predictions, test causal relationships and generalize results to wider population.

Williams and Malcolm (2022) define quantitative research as investigations where the data collected and coded as numbers. In the contrast, qualitative research involves studies where data are collected and coded as words. The qualitative method is used to collect and analyze non numerical data such as texts videos or audios in order to understand concepts, opinions or experiences using open-ended questions. According to Creswell (2002) "Qualitative research is a process of steps used to collect and analyze information to increase our understanding of a topic or an issue" in other words, this method is used to gather information and analyze it in a way that helps achieve a better understanding of a particular topic or problem.

1.2 Data Collection Procedure

This research work takes place in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. The participants who are regarded as the sample of this study are Master Two Language and Communication students, randomly selected to fit the aim of this research work. The sample of this investigation consists of thirty students participating and answering the questionnaire. Most of the participants are concerned with learning fundamental modules such as reading, writing, listening and speaking.

1.3 Data Collection Instruments

The objective of this research study is to gather and collect data information. A questionnaire is used as a main tool for Master's students particularly the Language and Communication students of the Department of English at MMUTO, to analyze their views toward the role of dialogic method in improving the argumentative skills. The questionnaire contains a set of questions which vary between closed-ended questions, used to get specific information, and open-ended questions, used to gather students' opinions and perceptions concerning the subject matter.

1.3.1. Questionnaire

A questionnaire is defined as a set of written questions with a choice of answers, used to gather information on a specific subject matter from a number of people. Questionnaires are always structured and designed for statistical analysis, ensuring that respondents are able to read, understand, and answer them in a clearly. It is divided into two types of questions: open-ended and close ended. According to Brown (2001), a questionnaire is "any written instruments that presents respondents with a series of

questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers". This questionnaire is divided into two sections:

Section one is named The Use of Dialogic Method in the Classroom; it consists of seven questions that are composed of both closed and open ended questions. Its purpose is to determine whether Master's students in Language and Communication rely on this method in the classroom during their presentations, with their teachers and classmates. It also aims to explore whether students follow and apply this method during lessons, and in interaction within the classroom, among students and between teachers and students.

Section two is called The Role of Dialogic Method in Improving Argumentative Skills; it is composed of nine questions that contain both closed and open ended question. It aims at exploring the role of DM in the learning process and how it enhances the argumentation skills of Master Language and Communication students.

2. Procedure of Data Analysis

The data collected and gathered from the students' questionnaire are analyzed and interpreted by using different procedures. The quantitative data are analyzed by using descriptive statistical method while the qualitative data are analyzed and interpreted by using qualitative content analysis (QCA).

2.1. Qualitative Content Analysis

It is a procedure used to analyze and examine the non-numerical data obtained from open-ended questions of the questionnaire answered by the students; it is often used in qualitative research to gain subjective aspects of specific topics such as people's

opinions, predictions and experiences. According to Hsieh and Shannon (2005), qualitative content analysis is defined as “a research method for the subjective interpretation of a content of a text data through the subjective classification process of coding and identifying themes or patterns.”

According to Mayring (2002), “it is an approach of an empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification.” Through this definition it is understood that (QCA) is a research method used to interpret, describe and analyze texts to identify their meaning. Analyzing open-ended questions provide researcher opportunities to collect data information from the sample. Qualitative content analysis goes beyond statistics and counting words and objectives content from text to examine meaning, themes and patterns. It allows researchers to understand social reality in a subjective but scientific manner.

2.2. Descriptive Statistics Method

It is a mean of describing a set of data by providing summaries that explain the content of data. It aims to provide information of data set; it includes three main types of descriptive statistics which are frequency distribution, central tendency and variability of data set. The frequency distribution records how often data occurs, central tendency records the data’s center point of distribution and variability records data degree of dispersion. According to Pritha (2020), the descriptive statistics method summarizes and organizes characteristics of a data set which is defined as a collection of responses from a sample.

Conclusion

This chapter has described the research design and the methodology followed to conduct this study. It is divided into two sections. The first section has dealt with the procedures of data collection, and the description of participants and the setting. It includes definitions concerning research methods used to collect data. The second section has presented the procedures of data analysis; it has explained different methods used to analyze the gathered data.

Chapter Three: Presentation of the Findings

Introduction

This chapter concerns the presentation of the findings of the research study. The first section presents the data collected from the questionnaire that shows Master Language and Communication students' perceptions about the use of dialogic method in the classroom. The second section concerns the presentation of the data gained from questionnaire designed to review the role of dialogic method in the classrooms in improving Master Language and Communication students' argumentative skills.

Presentation of the students' Questionnaire

1-Section one: The Use of Dialogic Method in the Classroom

Q1: Do you interact with the teacher in the classroom?

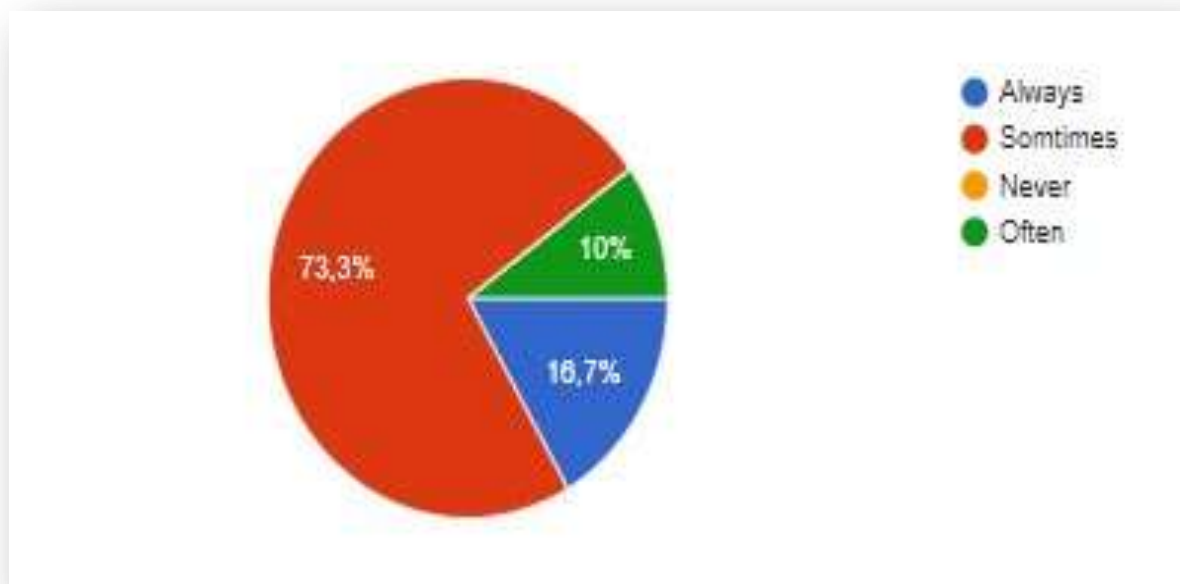


Diagram (1): Classroom Students-Teachers Interaction

Diagram (1) shows 73.3% of students claim that they sometimes interact with their teacher in the classroom. Additionally, 16.7% of them state that they interact always with their teachers, while only 10% of the participants claim that they often interact with their teachers.

Q2: Do you have speaking activities, group discussion, debates and dialogues in the classroom?

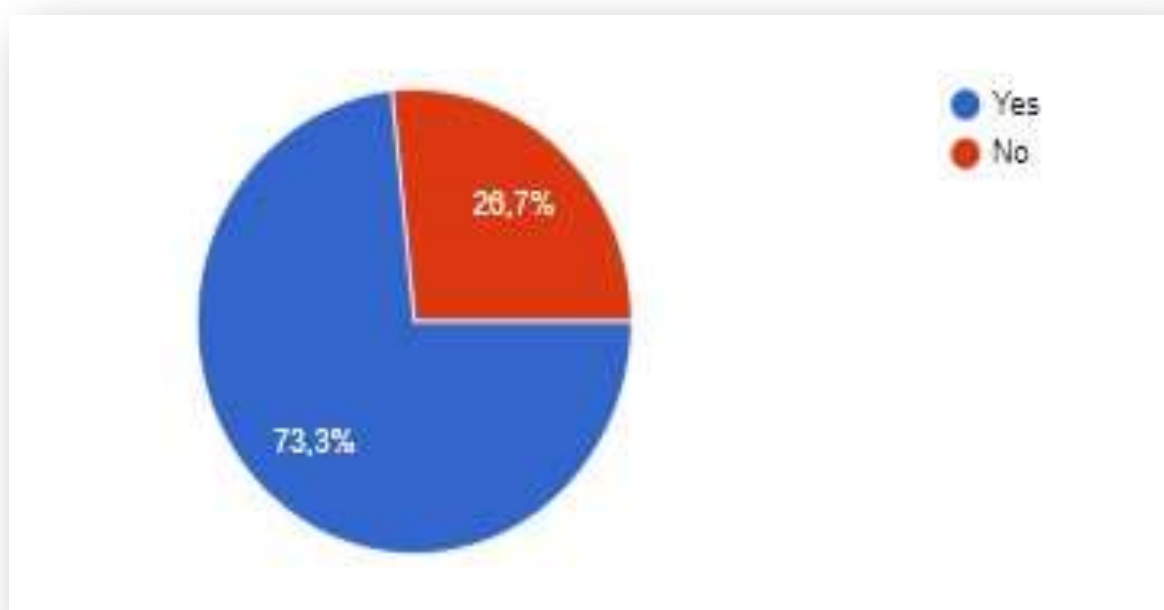


Diagram (2) Classroom Speaking Activities

Diagram (2) shows that the majority of students which means 73.3% of them declare that they participate in speaking activities, group discussion, debates, and dialogues in the classroom, while 26.7% of them indicate that they do not participate.

Q3: Do you participate in the classroom by asking questions and responding to your classmates? If not, why?

Table (1)*Learners' Questioning Strategy in Classroom*

	Number of participants	Percentage %
Yes	23	76.7%
No	7	23.3%

Table (1) shows that the majority of students 76.7% answered **yes** about participating in the classroom. They declare participating by asking questions and responding to their classmates, while 23.3% of them answered **no**.

If not, why?

The students who answer **no** justified this by exposing different reasons. Some of them claim that they are shy, while others explain that they rarely participate unless it is necessary because they prefer to listen to their teachers and they are afraid of making mistakes.

*Q4: Are you comfortable expressing your opinions during class? If not, why?***Table (2)***Promoting Student Voice and Participation in the Classroom*

	Number of participants	Percentage
Yes	22	73.3%
No	08	26.7%

Table (2) presents students' engagement within the classroom. 73.3% of the students claim that they are comfortable expressing their opinions, while 26.7% assume that they are not comfortable for different reasons.

If not, why?

As indicated above, 26.7% of the students answer that they are not comfortable, they answer **no** to the question and their answers vary. Some of them claim that they are not confident enough to express their opinions and thoughts in the classroom, while other claim that they are not comfortable because they are shy and they are afraid of making mistakes.

Q5: Do you consider the exchange between teachers and students reciprocal? Justify.

According to the answers, the majority of students agree that the exchange between teachers and students is reciprocal. They explain that it helps the learning process, and it is the only way to learn and ensure a better learning experience. Other students claim that it is not reciprocal, justifying this by affirming that there is not enough of time for students to talk. Most of the time, they lack confidence and some of them have difficulties to ask questions and express their opinions in the classroom.

Q6: Do you feel supported in your learning experience by the teacher? How?

Table (3)

Teachers' Support of in the Teaching Process

	Number of participants	Percentage
Yes	16	53.2%
No	14	46.8%

Table (3) shows students' perceptions on their teachers' support in the learning process. 53.2% of the students answer **yes** about feeling supported in the learning process by their teachers, while 46.8% of the participants answer **no** to the question, claiming that they do not feel supported by their teachers in the learning experience.

How?

The students feel supported by their teacher in their learning experience. They explain that the teacher is a facilitator, and plays a role in supporting, guiding and helping students in their learning experience. Some others explain that the teacher pushes students and motivates them as a supportive strategy for students.

Q7: Do you think that teachers actively encourage the learners to ask questions and express their opinions.

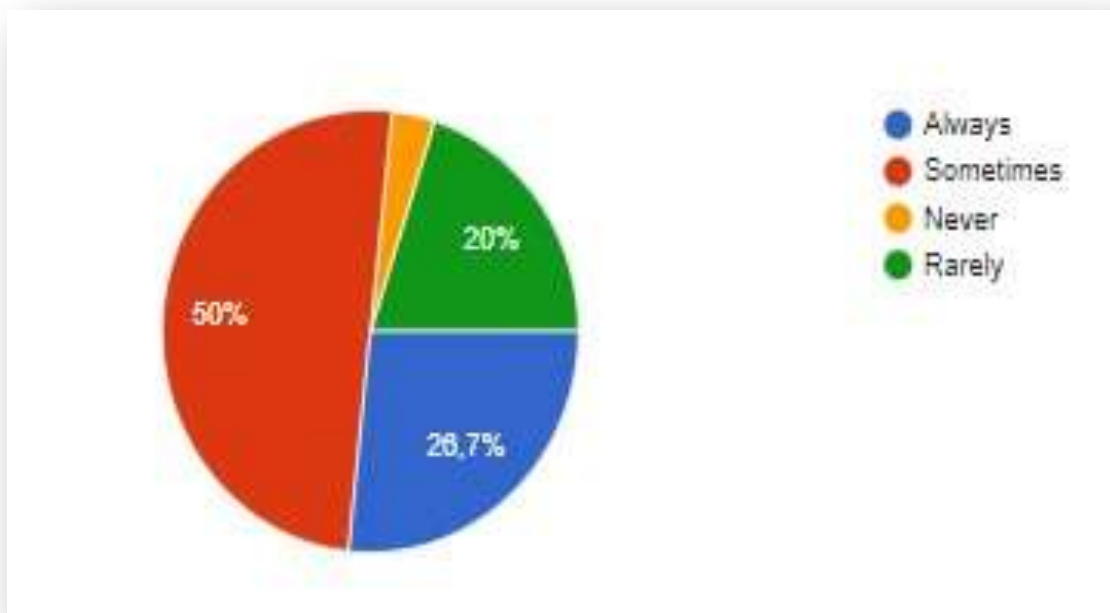


Diagram (3) Encouraging Classroom Participation

Diagram (3) shows that 50% of the participants report that teachers sometimes encourage learners to ask questions and express their opinions, while 26.7% indicates that teachers always encourage their students to ask questions and share their ideas. 20% of the participants mention that it occurs rarely, and 3.3% of the students answer that teachers never encourage them to interact in the classroom during learning process.

Section 2: The Role of Dialogic Method in Improving Argumentative Skills

Q 8: In your opinion what are the strategies that help learners enhance their argumentative skills.

According to the answers provided by the students, the argumentative skill is enhanced through various methods. Based on their responses, there are several strategies that help enhance their argumentative skills. These strategies include both individual and group activities. Individual activities involve expressing opinions in their own words, practicing public speaking by sharing their thoughts and ideas, actively listening, and learning from mistakes. On the other hand, public activities include engaging in debates and discussions with classmates or teachers, participating in dialogues with teachers, taking part in group discussions, role-playing to understand different points of view, asking for feedback from peers, reading and interacting with classmates.

Q9: How do interactions and dialogues in the classroom with your classmates contribute to your understanding of the subject matter?

According to the students' answers, interaction is crucial and important in the learning process. It contributes to the understanding and comprehension of a subject through debating, asking questions. It allows and helps students view different perspectives of a specific topic. It provides a better understanding and comprehension. Interaction helps students clarify ideas, promotes peer learning, builds sense of

community, encourages problem solving, and provides valuable feedback on ideas and arguments.

Q10: Do you think using the Dialogic method enhances your educational experiences?

Why?

Table (4)

Enhancing Students' Experience through Dialogic Method

	Number of participant	Percentage
Yes	28	93.3%
No	2	6.7%

Table (3) above indicates that the majority of students 93.3% confirm the importance of dialogic method in enhancing their educational experience, while a minority of 6.7% of the participants refute that by answering **no**.

Why?

As mentioned by students the dialogic method enhances the educational experiences by improving language skills and argumentation. It also enhances knowledge by constructing ideas from others and discovering new vocabulary. Dialogic method encourages interaction through talking and listening, which contributes to a richer learning experience and better educational outcomes.

Q11: Using dialogues during class facilitate your learning experience



Diagram (4) *Enhancing EFL Learning with Dialogues*

Diagram (4) shows that all the participants agree with the statement regarding the crucial role of dialogues in facilitating the learning experience during class.

Q12: How do you think the argumentative skill is enhanced in the classroom?

As stated by the participants, the argumentative skill is enhanced and improved by engaging students in different topics, encouraging them to argue and debate through interaction, asking questions, practice presenting ideas and discussing different topics. It is also enhanced by writing essays and defending their opinions with arguments and counter-arguments.

Q13: How do you participate within classroom activities?

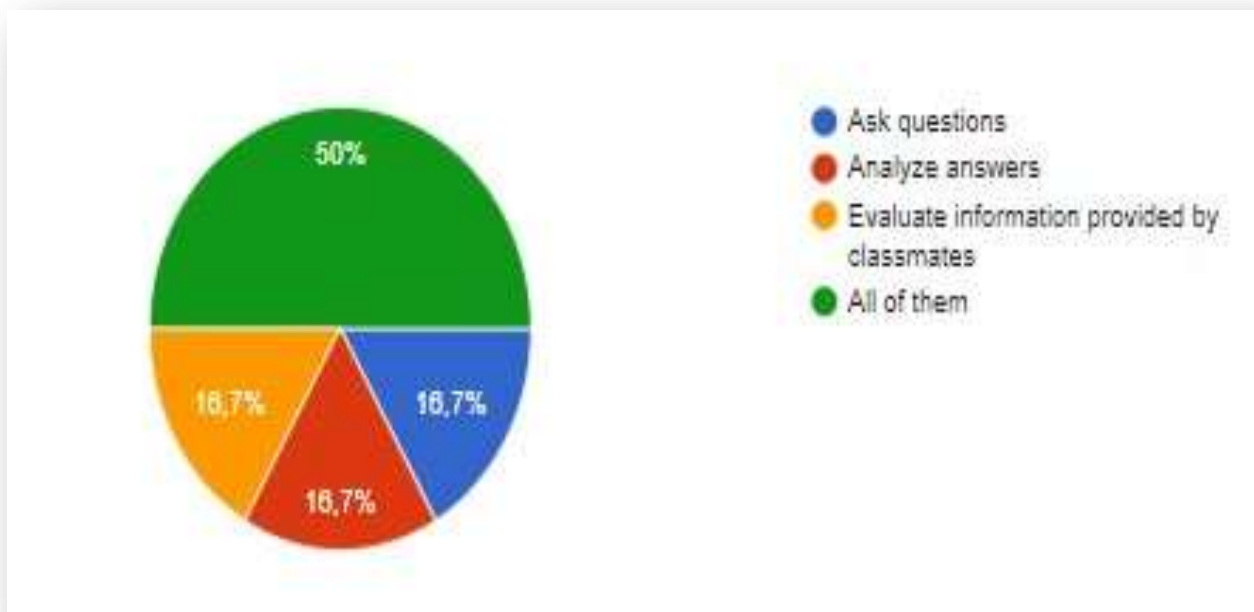


Diagram (5) *Exploring Diverse Approaches to Classroom Activities*

The diagram above shows the views of the students toward their participation within the classroom activities. 50% answer that they use all of the activities mentioned in the question (asking questions, analyzing answers, evaluate information provided by classmates), while 16.7% report that they participate by evaluating information provided by classmates. 16.7% of the participants report that they participate in the classroom by analyzing answers. The other 16.7% of the students answer that they participate within classroom activities by asking questions.

Q14: How do you communicate in the classroom?

The answers provided by the students fall within the same scope emphasizing that classroom communication involves asking questions and answering, interacting with classmates and the teachers, sharing opinions and creating ideas.

Q14: Do you collaborate with your classmates during classroom activities? Justify.

Table (5)*Collaboration Classroom Activities*

	Number of participant	Percentage
Yes	23	76.7%
No	7	23.3%

Table (5) demonstrates the number of participants' who answered when asked whether they collaborate with their classmates during classroom activities. 76.7% of the students report that they collaborate with their classmates, while 23.3% of the students report that they do not collaborate with their classmates during classroom activities.

Justification

The data highlights that a significant majority of the participants, specifically 76.7% agree that they collaborate and actively participate with their classmates during classroom sessions. The participants reports activities they use in the classroom such as peer work, group tasks, role playing, and presentation. According to the participants, engaging in a collaborative learning with classmates through interactive activities not only improves their learning experience but also helps reduce stress and anxiety level among students.

Q16: Do classroom discussion enhance/construct your knowledge and comprehension?

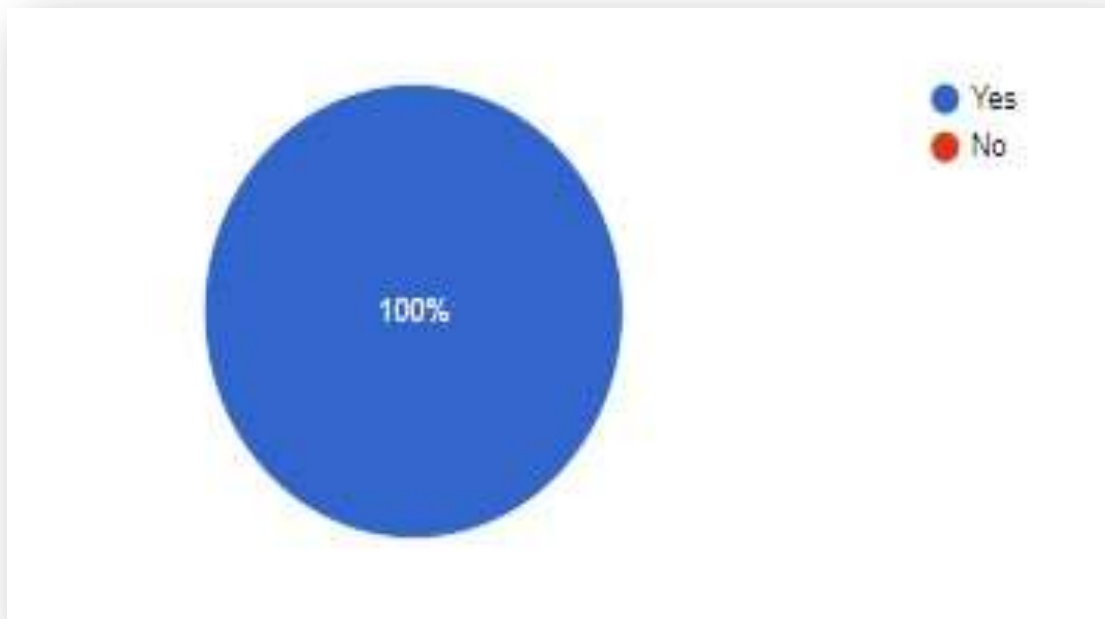


Diagram (6) *Enhancing Comprehension through Discussion*

Diagram (6) reveals that all participants answer **yes** to the question regarding whether classroom discussions enhance and construct knowledge and comprehension.

Conclusion

This chapter presents the results obtained from the questionnaire answered by the students. The findings of this research work are collected and gathered through a questionnaire that included both open-ended and closed-ended questions, are presented in form of diagrams and tables. These findings are discussed in details in the next chapter which is the discussion of the findings.

Chapter Four: Discussion of the Findings

Introduction

The present chapter is concerned with the discussion of the findings obtained from the questionnaire designed and distributed to the Master Language and Communication students of the Department of English at MMUTO. The results gathered are going to be interpreted according to the theories presented in the review of literature and discussed in relation to the research questions and hypotheses proposed in the general introduction.

1. Section One

Discussion of the First Research Question: Students' Reliance on Dialogic Method in their Discussions/Presentations

This section is concerned with the findings of the first research design which is whether Master Language and Communication students of MMUTO rely on the Dialogic Method in their discussions/presentations. It comprises seven questions. The first one asks about the interaction of students with their teachers in classroom. The findings obtained reveal that a large number of students claim to interact with their teachers sometimes, while only few students report that they interact often. This indicates a moderate level of dialogic engagement in the classrooms, it is related to the idea of dialogic method, which highlights the value of interaction and dialogues in the learning process. According to scholars like Mikhail Bakhtin: "Dialogue is not simply a means of communication but a mode of existence that is fundamental to the development of understanding" (Bakhtin, 1981). It means that dialogue is more than just interactions with one another. It is a way of living, which fosters development and deeper understanding. It is more than conversing and exchanging information and words, it is about learning new perspectives, and developing our own thinking. Dialogues are essential to understand one another and the world outside.

The dynamic of exchanging ideas is a key component of this approach, which promotes a more engaged and interactive learning environment, through dialogue and discussion. People engage with different perspective, learn from others, and develop critical thinking. The presence of interaction between students and teachers in the classroom, even if it is not regularly frequent plays a crucial role in creating a supportive learning environment and fostering a deeper understanding which is essential for academic growth. This interaction between students and teachers promotes a collaborative learning which enriches the educational experience.

According to Alexander (2008), the dialogic teaching requires “A range of interaction from closed teacher-led questions to open-ended discussions that encourage students to think deeply and articulate their understanding”. He describes the idea of DM, emphasizing the importance of using different types of classroom interaction, to create a learning environment in which students are encouraged to actively participate, think critically and explain what they have learned. It improves their overall educational outcomes. The results imply that, even if the DM may not be entirely incorporated into every classroom interaction, its principles are apparent in the students’ educational experiences.

Furthermore, there are different factors for the variation in interaction frequency, such as different teaching styles, student confidence, class size, classroom environment, the subject matter. As Mercer and Littleton (2007) demonstrate, the effective dialogue in an educational context depends on the establishment of a supportive classroom culture where students feel safe to express their ideas and challenge the ideas of others. It means that for an effective dialogue and learning, it is essential to establish a safe and a comfortable environment for students. This implies that students should feel free to share their thoughts, and challenge others’ ideas without worrying about being judged and they should not be afraid to express their opinions. Students are more likely to participate and engage in meaningful conversations when they feel that their contributions are valued and respected by the teacher and other students.

Although, the results indicate that the frequency of interaction between teachers and students are not constant, these interactions show the presence of dialogic aspects in the classroom. The results align with the educational theories such as the DM that supports discussion and interaction as an essential element of effective teaching and learning practices.

The second question asked in the questionnaire concerns the presence of speaking activities, group discussion, and debates in the classroom. The majority of students declare having these activities in the classroom. In other words, the speaking skill is improved by teachers through those previous methods. This is one of the types of DM presented in the review of literature, which is exploratory talk for learning, also called collective brainstorming; it is an educational approach that focuses on collaborative dialogue between students through group discussion. This approach according to Barnes (2008), it encourages learners to freely communicate their thoughts and organize them into different patterns through discussion. Students actively participate in the learning process, rather than just being passive consumers of knowledge. Students express their ideas and opinions. These exchanges of ideas create a collaborative environment in which groups work together to improve their understanding and comprehension. The method encourages active engagement making sure that students are involved in the process of learning which results in a deeper and richer knowledge, helping them to express themselves, and comprehend viewpoints of their peers. Through exploratory talk, students benefit from constructive feedback, which helps them strengthen their reasoning skills and enhance both cognitive and social skills in an interactive and effective learning environment.

The third question is about examining student participation in the classroom dialogue through asking questions and responding to classmates. The findings reveal that the majority of students participate in the classroom, while only few do not participate. The results align closely with the theoretical framework of Paideia presented in the review of literature.

Paideia is a concept of dialogic developed by Plato; it emphasizes the power of dialogue in the learning process. This approach focuses on the idea that learning occurs through asking questions, confrontation, challenging assumptions. Students actively participate in a Paideia-based classroom by asking questions, exploring various concepts, and presenting arguments supported by evidence, which improves reasoning and expands comprehension. Students develop their critical thinking skills through collaborative learning. This approach creates an environment where students are active and learn from diverse perspectives. Scholars such as John Dewey have demonstrated that education is a dynamic process of learning and exploration rather than just the transmission of knowledge. Dewey emphasizes the value of active learning and students' participation in the classroom, principles that are associated with the Paideia model. Paulo Freire's concept of dialogic education sheds light on the importance of dialogue in the learning process as a mean for emancipation and empowerment in addition to improving students' comprehension of the material. The data collected shows that the majority of students participate in the classroom discussion, demonstrating the use of this dialogic approach and its emphasis on active engagement. This method encourages students to express their ideas and listen to their peers. It promotes a collaborative learning atmosphere, helps students acquire critical thinking skills, develops their confidence, and improves their argumentative skills when expressing their thoughts and opinions in the classroom.

The fourth question examined the comfort level of students when expressing their opinions in the classroom. The results showed that a significant number of participants feel comfortable sharing and discussing their ideas with their peers. This comfort proves that the DM is used in the classroom, which emphasizes the learning through conversation, interaction, and speaking activities. The DM fosters an environment where students feel encouraged, supported to express their thoughts, engage in meaningful discussions, and develop a deeper comprehension through active participation and collaboration. However, the study also highlights that a minority of students do not feel comfortable, when it comes to express their opinions and ideas. According to the participants' responses, the

reasons that cause this discomfort include shyness, fear of making mistakes, and nervousness. It indicates that few students who have answered the questionnaire lack confidence when it comes to share their thoughts and opinions.

The data collected aligns with the principles of the DM which stresses the importance of creating a comfortable and supportive atmosphere, to help and encourage communication and engagement among students. Vygotsky's theory of social constructivism highlights the importance of interaction in learning process as he states, "learning is a social process it occurs when individuals are engaged in social activities" (Vygotsky, 1978). According to his theory, learning is fundamentally social and happens when learners participate in activities together; this perspective suggests that a classroom should have an engaged, interactive, and respectful environment that encourages students to feel free and confident expressing their opinions. By participating in collaborative discussions and peer interactions, students can build on each others' ideas, receive helpful criticism, and acquire new knowledge.

One of the principles of DM involves creating a supportive atmosphere for students in order to help them improve their academic performances. Comfortable environment encourages open dialogue, and enhances students' communication skill. It increases engagement as stated by scholars like Hattie (2008), "a positive and supportive classroom environment is essential for the mental and emotional well-being of student". This means that teachers can significantly enhance students' academic, social, and emotional growth by creating a positive and productive learning experience, leading to an effective learning experience.

One of the principle of DM is based on the idea that learning is a social process that encourages dialogue, respect for one another, and collaborative interaction. As Freire (1970) points out, "without a sense of love, respect, and support, genuine dialogue cannot occur, and thus the essence of the educational process is undermined." In this quote Paulo Freire highlights the

importance of building inclusive and encouraging learning environment; he emphasizes the need of love, respect, and support, which are considered important elements of the learning process. Without these components, communication becomes hierarchical, which can interfere with the comprehension and learning. According to Paulo Freire, learning should be a cooperative process where students and teachers develop their knowledge mutually. This reciprocal exchange can only occur in an environment where learners feel valued and respected.

Teachers can use strategies such as structured peer feedback, where students provide constructive, positive feedback and encouragement to one another in order to foster this supportive environment, incorporating reflective activities, encouraging open dialogues, and implementing peer activities that promote collaborative and mutual support, build positive relationship with learners, and encourage active participation. The findings from the fourth question highlight the importance of DM and its principles in creating supportive classroom where students feel free to voice their ideas. While the majority feel supported and confident demonstrating that principles of the DM are present in the classroom, the minority of the participants experience fear and anxiety when it comes to share their thoughts and ideas around their classmates, a special attention must be given to them, by keeping an emphasis on interactive learning, respect, support. Teachers can ensure that all students feel included, comfortable, and engaged in sharing and communicating their perspectives and ideas in the classroom around other students.

The fifth question is about the exchange between teachers and students, it explores whether the interaction between teachers and students is reciprocal. The answers gathered from the questionnaire reveal that the majority of participants agree. For them, the exchange is reciprocal. Some students disagree with that view, they cite multiple factors such as limited opportunities to speak in the classroom, lack of time, or lack of confidence. These students find difficulties to ask questions and express their thoughts; they feel that the exchange is not truly reciprocal.

The results of the majority of participants align with the principles of DM, where the mutual exchange is considered important and crucial for an effective learning. The dialogic teaching is an approach to classroom communication, in which both students and teachers engage in a continual process of co-construction of knowledge, by creating a purposeful, supportive, reciprocal classroom. The concept of reciprocity in dialogic teaching refers to the dynamic exchange that occurs between students and teachers in the classroom setting. According to Alexander Robin this principle emphasizes the importance of active participation, collaboration, and mutual engagement in the learning process (Alexander, 2008; Mercer and Littleton, 2007; Wegrif, 2010).

The exchange between teachers and students in the dialogic teaching is characterized by open-dialogue, active listening, respectful communication, teachers encourage students to explore different viewpoints, express themselves, and engage with their peers in collaborative and interactive way in order to deepen understanding, and build a sense of community within the classroom, but also co-construct their knowledge collectively to develop their communicative, critical, argumentative skills. Scholars like Wegrif (2006) and Alexander (2007) promote the idea of reciprocity in DM. Their research indicates that reciprocity is a fundamental principle of dialogic method; it involves a mutual interaction during dialogues. Teachers and students actively listen to one another and answer questions during conversation. This principle fosters an inclusive learning environment in which students both contribute by sharing their ideas, perspectives, and knowledge to the shared discussion and benefit from participating in discussions that are shared among all the students.

Even if it is a minority, some students have identified factors that interfere with the concept of reciprocity in the classroom such as time constraints which reflect on not having enough time for students to participate in the classroom. It points out structural issues with classroom management that needs attention, to make sure that every student has a chance to participate and contribute in the classroom. Teachers need to provide more time for open conversation, by incorporating activities

that promote active participation and engagement such as group work, debates, interviews, and role play. The teacher has an important role in encouraging the reciprocal exchange in the DM. They must encourage students' participation, allow time for answers, ask open-ended questions, and show a real interest for students' ideas and opinions by actively listening and providing feedback. Furthermore, the lack of confidence among students, as indicated in their responses to the question, indicates the necessity of creating a more encouraging and supportive classroom environment, to assist them gaining and building their confidence. Teachers can use different strategies such as positive reinforcement and providing opportunities for practicing around their classmates.

The results of the sixth question regarding teachers' support in the learning experience revealed that 53.2% of the participants feel supported by their teachers, while 46.8% do not feel supported. Students' responses provide a nuanced perspective into the dynamic of educational environment. The findings highlight the important role that teachers play in guiding and assisting students through their learning journey. As Alexander (2007) states, effective teaching creates an environment where students feel free to voice their opinions without fear of being judged. This idea encourages open communication and fosters an atmosphere where students can freely engage and work together to reach a common understanding. A large percentage of participants strongly relate to the feeling that their teachers assist and support them, they perceive them as allies who improve and enhance their academic journey. On the other hand, the 46.8% of the participants who do not feel supported by their teachers, provided insight into possible areas where instructional techniques would be improved.

The results demonstrate the essential role that teachers support play in students' learning process. As stated by Hattie (2009), "teachers who are most successful are those who understand the ways in which their students think about the content, who can create an optional classroom climate for learning". This quote emphasizes the importance of teachers' engagement with their students and

the need to be supportive, engaging, and aware of the diverse students' needs in order to create a positive and productive learning environment. Other scholar such as Hamre and Pianta (2001) state that, "Supportive teacher-student relationships are central to creating an effective learning environment and improving students' academic and social outcomes", and also Jerome Bruner (1960) highlights the teacher's role as facilitator in the learning process, "Teacher's role is to help children construct knowledge, rather than to merely reproduce a series of facts", in his quote Jerome Bruner is referring to the idea that learning involves more than just memorization of facts and information, but it is about actively engaging with the student, developing connection by supporting and guiding them. In his perspective students are viewed as active participants in the creation of their own knowledge.

The role of teachers as guiders and facilitators mean creating an atmosphere in which students are supported. They help students through the process of inquiry, problem solving, critical thinking rather than just giving them answers. Teachers' support enables students to develop themselves and empowers them to become independent learners, self-directed, and creative thinkers. The responses of the participants highlight how diverse teachers' assistance is during the learning process. Although most of the participants view their teachers as helpful mentors and supportive guides, a minority of them do not feel supported. The results underscore the importance of fostering an inclusive, supportive, and welcoming classrooms where every student feels empowered and valued to participate actively in the educational journey.

Finally, the seventh question is related to the opinions of students toward teachers encouraging them to ask questions and express their opinion. The findings demonstrate that the majority of the participants claim that their teachers encourage them sometimes to ask questions, 26.7% argued that their teachers always encourage them to ask questions. One the other hand, 20% of the participants answered that they are rarely encouraged by their teachers to participate and

express their opinions. Asking questions is a format of instruction related to the dialogic method where teachers asks questions about a specific topic and the learners actively provide answers, it allows them to think critically, express their thoughts and promotes active participation (Matusov, Bell, and Rogoff, 2002). In dialogic method, teachers use questioning as a teaching strategy to encourage active participation, critical thinking skills, and expression of thoughts. This method is based on the idea that learning is a social process in which conversation and interaction are essential to the creation of knowledge. When teachers ask questions, they provide students the chance to interact and engage with the subject material, rather than just absorbing knowledge and information. Students are asked to critically evaluate ideas, explain what they understand. This interactive strategy is beneficial in several ways because it deepens students' understanding and helps them develop their problem solving skills. It helps learners actively participate and develop their communication skills through questioning. Teachers create a collaborative learning environment in which student build on one another idea to gain a deeper comprehension of the subject matter.

Bakhtin (1986), claims that “If an answer does not give a rise to a new question it falls out of the dialogue”. This means that for Bakhtin, a meaningful and ongoing conversation requires that each answers lead to new and further questions, and if an answer ends the conversation and does not encourage more questions than it falls out of an active and engaging the dialogue. Bakhtin highlights in his quote the importance of open-ended conversations with answers that requires further questions, to keep the dialogue meaningful and productive. When answers encourage more questions in a meaningful conversation, it shows that participants are actively thinking during the subject and interacting with it. It helps everyone explore others' ideas and understand different perspectives. Without this exchange, conversations and dialogues become unproductive and less interesting.

These findings suggest a nuanced experience regarding students' perspective of teachers' encouragement. While most of the participants feel encouraged to ask questions, a minority does not

share the same feeling; this shows how open communication and inquiry in the classroom need to be promoted more consistently to provide all students the confidence to actively engage in their education.

2-Section Two

Discussion of the Roles and Effectiveness of DM in Improving Master Language and Communication Students' Argumentation Skills

This section concerns the discussion of the second and third research questions related to the roles of DM and its impact in improving argumentative skills of Master students in classroom. The first, the fourth, and the fifth questions deal with the strategies that help learners enhance argumentative skills. According to students' responses these skills are improved through debating and discussing with classmates, giving opinions, group discussion, and exchanging ideas between teachers and students and among students. According to Alexander (2008) and Resnick (2015), these answers are related to one of the roles of dialogic method in fostering communication skills. It develops effective communication including interaction with respectful discourse and expressing ideas, thoughts, and opinions with their peers and teachers. The Dialogic Method emphasizes the effective communication which is essential and central in the development of argumentative skills. Through conversation and interaction, this approach helps learners engage in respectful discourses, and encourage them to express their ideas, thoughts, and opinions in constructive and effective way. DM facilitates and encourages them to listen and ask questions. It allows them to build on each other's idea, which improves their capacity of argumentation and enhances their ability to argue persuasively.

The strategies identified by the participants such as debating, discussing, giving opinions, and exchanging ideas are all essential components of the Dialogic Method. They contribute to students'

development of argumentative skills and they play a major role in helping students improving their overall persuasive abilities through effective communication and interaction. The findings underscore the value of interactive and communicative teaching methods in improving students' argumentative skills, by promoting and supporting a Dialogic learning environment. Teachers help students to develop and enhance their argumentative and critical thinking skills.

The second, third and ninth questions deal with the contribution of interaction and dialogues in developing students' understanding. According to answers the communication and dialogues are important and contribute to understanding and comprehension of subject matter, through multiple activities such as debating, asking questions, group discussion, role playing. It helps them review topics and subjects from different perspectives; it provides a better understanding and comprehension. In the educational process, discourse and communication are essential in enhancing students' understanding and comprehension of the subject matter. According to the educational researchers Alexander (2008) and Resnick (2015), these interactive processes help learners construct their knowledge; it enables students to better understand a specific topic. Debating encourages students to analyze and evaluate different opinions, enhancing their critical thinking and communication skills. It also boosts their confidence, encourages teamwork and collaboration. It strengthens their ability to construct and defend arguments. This technique helps them enhance their ability to communicate ideas and opinions effectively and increasing their knowledge on various topics. Asking questions helps them actively engage the material which deepens comprehension of the subject and reinforces learning. Group discussion and collaborative learning enable students to exchange ideas and gain knowledge from one another. This cooperative learning environment helps them understand different perspectives; through group conversation, students develop their social skills, including listening skills, which are necessary for efficient communication and effective interaction with others.

According to the results, communication and dialogue in the educational process are powerful tools that help students foster a deeper comprehension and understanding. By incorporating activities such as questioning, role-playing, and debating, students can develop and enhance critical thinking and collaborative knowledge, thereby creating a dynamic and productive learning classroom.

The sixth question concerns the methods that enable participants to practice and engage in classroom activities. The answers gathered from the questionnaire revealed that 50% of students use all of the mentioned methods, while others specifically use strategies such as asking questions, analyzing answers or evaluating information provided by classmates. It reveals the use of all characteristics advanced by the DM, as discussed by scholars like Alexander (2007), Fisher (2007a), and Kazepids (2012b), these strategies fosters critical thinking and collaborative learning among students. The incorporation of these diverse methods underscores the importance and effectiveness of DM in improving students' participation and learning outcomes. The results highlight the importance of using DM in learning environment, encouraging a dynamic classroom. This includes the integration of several interaction strategies such as asking questions and analyzing answers, which foster deeper engagement and facilitates meaningful learning among students. It helps them strengthen their critical thinking abilities, engage with the material and their peers, enhance students' motivation, and foster a collaborative learning. The diversity of the methods used by the participants emphasizes the flexibility of DM, and its ability to accommodate various learning preferences and styles. This contributes to creating an inclusive and effective learning environment for students to reach a deeper understanding and comprehension to improve their academic outcomes.

The eighth question deals with the collaboration of students with each other. The answers entails that a large number of participants do collaborate with their classmates in classroom when the opportunity is given, for example, when the teacher provides activities such as role-playing,

presentations, peer work activities. According students' responses, collaboration learning helps them reduce stress, anxiety, and allow them to acquire new vocabulary, ideas, and way of thinking.

Collaborative learning allows students to learn new concepts, expand their vocabulary, and develop new ways of thinking. When students collaborate with their classmates, they work together on the learning tasks, which help them reduce stress and anxiety. Collaborative learning provides emotional support and helps minimize feeling of loneliness by providing support and encouragement. Students actively engage in effective communication in the classroom leading to a better understanding. They are exposed to the vocabulary used by their peers, which can help them acquire and learn new expressions and words. It helps students enhance their critical thinking skills, by integrating problem solving activities, which improve their cognitive and linguistic abilities. They are exposed to variety of viewpoints and actively participating in the learning process. According to Alexander (2007) and Resnick (2015), the answers are related to one of the main principles of DM, which is collaborative learning. This approach encourages students to work collectively, engage and participate actively in their education, and enhance their communication skills, preparing them for real world interaction and teamwork. It helps students reach a better and deeper understanding, highlighting the value of social interaction and collaboration in developing their cognitive abilities. Furthermore, this approach creates a safe place where students exchange ideas, receive constructive feedback, and learn from each other's perspectives.

Conclusion

This chapter has discussed and interpreted the findings obtained from the questionnaire distributed to the Master's students of Language and Communication. The aim is to support the hypotheses and provide answers to the research questions presented and stated in the general introduction.

General conclusion

This dissertation has investigated the role of Dialogic Method in improving students' argumentative skills, which is an approach to language learning through dialogues and conversations. The study sheds light on the importance and benefits of DM. The research work was conducted with the purpose of answering the research questions. It aims to understand three main points: whether teacher use the DM during class, if using this method helps students argue better, and to identify the different ways it helps them. The study seeks to identify the different points of view of Master students toward the use of DM during the learning sessions; it shows its importance and highlights the principles of the DM and its major roles in improving and developing students' argumentative skills

In order to answer the research questions and to confirm or refute the hypotheses suggested in the general introduction, this investigation is an exploratory research that is conducted through using the qualitative and quantitative research method to collect and gather data information. Closed-ended questions are used to get statistical information and open-ended are used to students' opinions about the use and the role of DM in improving argumentative skills. To conduct the research work, the data were gathered and collected using a questionnaire that is designed and distributed to thirty Master students of the Department of English at MMUTO.

The results obtained in the students' questionnaire confirmed that the Dialogic Method is used in the classroom and teachers rely on it as a significant component of the teaching process. The results confirm that the DM improves the argumentative skills of students. The findings emphasize the importance of incorporating the DM into

classrooms, which is an interactive approach that involves dialogues, conversations and interactions, to improve critical thinking, communication and argumentative skills. Though using DM, teachers can create an environment that is favorable for active engagement and collaborative learning experience. To ensure an effective learning with DM and maximize educational outcomes, collaborative efforts among teachers and students are important and essential for promoting a meaningful learning experiment for all students.

The present research, like other studies, has limitations. There are some challenges encountered concerning the inconsistency of the students in answering the online questions addressed to them, that is why the sample relied on in this study is not numerous. Another challenge encountered is limited generalization, which means that the findings of this study may only be applied to a specific context of Master students of the English department at MMUTO; the results are not applicable to students in other departments or universities with different educational approaches. The reliance on one research tool only which is the questionnaire for data collection may limit the generalization of the findings to all Master students. This research work has a small sample size which could affect the reliability and generalization of the findings; it may not be fully representative of the entire Master student. Thus, further research on this topic can be conducted with different levels and different specialties. It can be investigated by incorporating other research tools, such as interviews and observations, which could provide more results and a better understanding of students' experiences with the Dialogic method in the classroom.

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Student Questionnaire

Introduction

This questionnaire is part of our investigation; it aims at analyzing the views of learners of the Department of English toward the role of Dialogic method in improving argumentative skills. Definition of Dialogic Method before answering this questionnaire: It is an approach to communication and learning that focuses on open and collaborative dialogues between teacher student and student student, it encourages listening to others and exchange of ideas.

I. Section one: the use of Dialogic teaching in the classroom.

1- Do you interact with the teacher in the classroom?

Always

Sometimes

Never

Often

2- Do you have peaking activities, group discussion, debates and dialogues in the classroom?

Yes

No

3- Do you participate in the classroom by asking questions and responding to your classmates? If not, why?

Yes

No

If not, why?

4- Are you comfortable expressing your opinions during class? If no why?

Yes

No

If not, why?

.....

5- Do you consider the exchange reciprocal? Justify.

.....

.....

6- Do you feel supported in your learning experience by the teacher? How?

Yes

No

How?

7- Do you think that the teachers actively encourage the learners to ask questions and express their opinions?

Always

Sometimes

Never

Rarely

II. Section two: The role of Dialogic method in improving the argumentative skills

1- In your opinion what are the strategies that help learners enhance their argumentation skills.

.....

.....

2- How do interactions and dialogues in the classroom with your classmates contribute to your understanding of the subject matter?

.....

.....

3- Do you think using the Dialogic method enhances your educational experience? Why?

Yes

No

.....

4- Using dialogues during class facilitate your learning experience.

Agree

Disagree

5- How do you think the argumentative skills are enhanced in the classroom?

.....

.....

6- How do you participate in the classroom activities?

Ask questions

Analyze answers

Evaluate information provided by classmates

All of them

7-How do you communicate in the classroom?

.....

8-Do you collaborate with your classmates during classroom activities? Justify.

Yes

No

Justify

.....

9-Do classroom discussions enhance/construct you knowledge and comprehension?

Yes

No