

"Evaluating Iraqi EFL Teachers' Awareness of Dialogic Theory in Teaching."

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تقييم معرفة معلمي اللغة الانكليزية كلغة اجنبية للنظرية الحوارية في التعليم

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ABSTRACT

The researcher indicated dialogic theory as theoretical and practical sections to clarify its meaning plus the importance of teaching that theory by mentioning the aims, the hypothesis , the procedures and the limits of the study which were in section one, in addition to a brief theoretical explanation in section two, such as definition of dialogue, dialogic learning and dialogic theories. Then an exploration of the theories of dialogic : Wells: dialogic inquiry ,Freire: the theory of dialogic action and Bakhtin: dialogic imagination . Furthermore an exploration of the dialogic education , definition of dialogic teaching then

showed dialogic in learning and in teaching. The other section was the practical one which discussed the questioner and its analysis.

The key words : Dialogic, theory , learning , speaking, teachers

1.1 Problem

Dialogic is considered one of the most important teaching methods that enhance speaking skills in learning English. However in Iraq only indoctrination method is used and other methods are leaving behind. Practicing the English language is essential in learning. However, speaking skill is the most efficient skill in developing it for EFL learners. Whereas, its limited use negatively affects learning and weakens the student's understanding of the main goal of learning English. The dialogue theory is considered mainly the important theory in developing speaking skills, and if it is not prepared or used correctly, it will weaken the student's main goal of learning English. According to the random sample that is taken by the researcher, it is found that many of EFL teachers are lack of using the oral activities such as 'dialogical theories' in their classrooms.

1.2 Aims

The study aims at:

1. clarifying the importance of using dialogic theory in teaching.
2. finding out how much dialogic effects on EFL learners.

1.3 Hypothesis

Teachers are lack of using the oral activities such as 'dialogic theory' in their classrooms.

1.4 Procedures

1. A brief presentation of dialogic theory.
2. To provide a randomly assembled group of teachers for a questionnaire regarding dialogic theory in learning.

1.5 Limits

There were (40) teachers that answer several questions of the questionnaire in different primary schools in Babylon Governorate.

2.1 Dialogue , Dialogic Learning ,Dialogic Theories

This study shows that the oral exchange between teachers and the achievements of their learners in the classroom. The major form of this exchange is questions or comments of the teachers followed by learners answers (Clark et al ,2015).

2.1.1 Dialogue

The term 'Dialogue' derived from the Greek which is divided to (dia- means through and -logue means speech , Plato was the first author who use this term (Oxford English Dictionary)

Merriam Webster confirm this definition and also add the exchange of ideas and opinions between two or more persons and the conversation that happened between person and something else such as a computer (Merriam webster,2020)

2.1.2 Dialogic in Learning

Dialogic learning it is the learning that happened by using the dialogue as a major element of learning process it is often the result of equivalence dialogue in which different people provide arguments based on validity claims not on power claims. (kincheloe and Raymond. A, 2007)

The theory of dialogic learning is traditional concept in western traditions, also it is found in Indian traditions , therefore (Sen, 2013) states that dialogic learning in Indian traditions that focusing on discussion (ibid,)

Recently the concept of dialogic learning has been attached to contributions from various perspectives and disciplines like the theory of dialogic action (Freire, 1970) the dialogic enquiry approach (Wells, 1999).

2.2 Dialogic in Education

Dialogic is educational philosophy and pedagogical approach that depends on many authors. On the other hand, dialogic education is taught through dialogue by opening up dialogic spaces for the learners to give their different prescriptive in the dialogic classroom Students are encouraged to build their own and other ideas .(Alexander, R. 2006).

2.2.1 Definition of Dialogic Theory

Some of the mysterious occur about the meaning of "dialogic" as an educational approach.

Dialogue is drift from Greek which "dia" means through and "logue" means word(Oxford English Dictionary)

The term dialogic is defined by the Oxford English Dictionary as an adjective applied to describe anything 'relating to or in the form of dialogue(Lexico web site)

Using this term education is defined as engaging students in an ongoing process of shared enquiry taking the form of dialogue(wells. G 1999)

2.2.2 Dialogic in Teaching

"Dialogic Teaching" means using talk most effectively for carrying out teaching and learning. Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation.

Through dialogue, teachers can elicit students' every day, 'common sense' perspectives, engage with their developing ideas and help them overcome misunderstandings.

Dialogic teaching harnesses the power of talk to stimulate and extend pupils' thinking and advance their learning and understanding.

Dialogic teaching is as much about the teacher as the learner, and relates to teaching across the curriculum

Dialogic teaching and learning stems from the following principles:

1-Knowledge isn't fixed - it means different things to different people in different times and places

2-The dialogue between these different perspectives leads to new understandings and new knowledge

3-Teachers and students can become more fully engaged in learning in an environment where these differences are respected and rigorously explored

4-Such exploration, where meanings are constructed from the inside by learners in dialogue, rather than imposed from the outside, leads to powerful learning

5-Learning through dialogue leads not only to content knowledge but improved thinking skills

(staarman and Ametller 2018)

3.1 Study Design

This research was discussed dialogic theories in teaching. Whereas the design of the experimental study used by answering the questions of the questionnaire.

3.2 The Pilot Study

The pilot was submitted as a questionnaire for Iraqi EFL teachers in several schools in Babylon city. It designed to find out what method that teachers use in their teaching and what dialogic effect on teaching.

3.3 The Participant

3.3.1 Teachers

The sample included 40 EFL teachers as participants of the study in ten different primary schools. Teachers were chosen in a random way from Babylon

city (male and female) They were 4 females while the males were 6. The teachers asked to answer the questionnaire. The researcher noted that most of teachers are using dialogic in teaching in a specific time of their lessons.

3.4 The Tools

3.4.1 The Questionnaire

The questionnaire were presented for 40 teachers , it consisted of 15 points two of them are optional . It parted into 3 sections. Firstly it dealt with personal information. Second it was about using of dialogic in teaching. The third section was about the effects of dialogic teaching in the classroom.

4.1 Overview

The overview of this section is presented the questionnaire and its results to prove the hypotheses which was “Teachers are lack of using the oral activities such as ‘dialogical theories’ in their classroom” . So, the following tables show the results in each part of the questionnaire.

4.2 Demographic Characteristic

Table (1) The data

Category	Frequency (n10)	Percentage %
Gender		
Male	25	62.5%
Female	15	37.5%
Educational qualification		
A.A.	15	37.5%
B.A.	25	62.5%
Teaching Experience		
1-10	20	50%
11-20	10	25%

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21-30	10	25%
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The majority of participants in table (1) above indicated that the males (62.5%) and the females (37.5%) most of the participants had B.A (62.5%), then (37.5%) had A.A. For the Educational qualification whereas the experience of the participant in teaching were (50%) which were (1-10) years of teaching, on the other hand (25%) of participants had (11-20) years , and for (21-30) years of teaching there were only (25%) of participants. According to the specialization of the participants, they are specialized in English teaching and all of the them serve in primary schools in several places of Babylon.

4.3 Analysis The Answers of the Questions about The Dialogic

Table (2) Shows the percentages of the responses about using dialogic in teaching.

Items	Yes		No	
	Frequency (n10)	Percent %	Frequency (n10)	Percent %
1-Do you use the dialogic in your teaching?	10	25%	30	75%
2-Do you give a specific time to your learners to speak with each other by using dialogue?	40	100%	0	0%
3-Does dialogic often used in your classroom?	15	37.5%	25	62.5%

4-Do you find difficulty to communicate with your learners by using dialogue?	39	97.5%	1	2.5%
5-Do you prefer to use dialogic with your learners?	20	50%	20	50%

Items	Yes		No	
	Frequency (n10)	Percent %	Frequency (n10)	Percent %
6-Does using the dialogue in classroom improving learners understanding?	20	50%	20	50%
7-If you using the dialogue in your classroom does it improve the learners speech level?	15	37.5%	25	62.5%
8-Does using dialogue in classroom take away boredom in lesson?	25	62.5%	15	37.5%
9-Does using dialogic in teaching bring any benefits for the learners?	20	50%	20	50%
10-By using dialogic in your teaching does the reaction of the learners became better than it was?	15	37.5%	25	62.5%

The results of the questionnaire in table (2) above were as follows:

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According to the responses of item one (25%) of participants use dialogic in their teaching to clarify the material for the learners while (75%) were not using this method .

In item two there were (100%) of participants gave a specific time for the learners to speak with each other by using dialogue and none of the teachers use this point .

Item three were (37.5%) of participants were often using dialogic in teaching at specific time of their lessons for example (explaining grammar ,unseen passage and general questions) while (62.5%) of them were not using it and depended on traditional ways.

On the other hand in item four (97.5%) of participants found difficulties to communicate with their learners by using dialogue while only few of them didn't face difficulties to communicate with their learners which were (2.5%) of the participants.

(50%) of the participants in item five were not using dialogic with their learners, while (50%) of them were using it.

Item six were (50%) of the participants said that dialogic improve learner's understanding level and they start to comprehend the material that is given to them, while (50%) of the participants said that they can't use this method because level of their learners.

Item seven were (37.5%%) of the participants noticed that using dialogic improve the learner's speech level. While (31.25%) of them didn't agree with that point and(31.25%), didn't answer it because they didn't use dialogic theories.

(62.5%) of the participants in item agreed that Does using dialogue in classroom take away boredom in lesson, while (37.5%%) of them were disagreed of it.

Furthermore in item nine there were (50%) of the participants said that dialogic has many advantages for the learners for example(improve speech level, learning new vocabulary, improve their pronunciation and start to express themselves). While (50%) of the teachers think that there is no benefit of using dialogic.

In addition to that, item ten were (37.5%) of participants noticed that the reaction of the learners became better than it was after using dialogic, they said that dialogue encourage learners to participate in the class while(62.5%) of them said that learners cannot understand the material so their comprehension was the same.

The results of the questionnaire shown that most of the EFL teachers prefer to use dialogic theories but they face many difficulties in using it, despite some of the teacher who didn't use the "dialogic" they believe that it had many of advantages for the learners.

Conclusion

The researcher concluded that dialogic is one of the most major method for teaching EFL learners this method helps the learners to understand educational material that's given to them by their teachers because it improves learner's thinking skill , their speech level and their power of understanding. In the practical part we found that most of the participants rarely use dialogic in teaching which is the method that improve the comprehension of the learners because of many reasons for example the short time of the lessons, the low understanding level for the learners, etc. All in all, most of the teachers prefer to use dialogic theories but they face many difficulties in using it, despite some of the teacher who didn't use the "dialogic" they believe that it had many of advantages for the learners.

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المخلص

عرض الباحث نظرية الحوار كقسمين، أحدهما نظري والآخر تطبيقي، لتوضيح معناها وأهمية تدريسها، وذلك من خلال ذكر الهدف والفرضية والإجراءات وحدود الدراسة، والتي جاءت في القسم الأول. كما تضمن القسم الثاني شرحاً نظرياً موجزاً، مثل تعريف الحوار، والتعلم الحواري، ونظرياته. ثم تناول البحث في نظريات الحوار: ويلز: الاستقصاء الحواري، وفرييري: نظرية الفعل الحواري، و الخيال الحواري. كما تناول البحث في التربية الحوارية، وتعريف التدريس الحواري، وبيان مبادئه وفوائده. أما القسم الآخر، فكان تطبيقياً، حيث تناول الباحث الاستبيان وتحليله.

Dialogic, theory , learning , using, teachers

الكلمات المفتاحية : حوارية، نظرية، التعلم، الكلام ، تدريس