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Jordanian EFL Students' Attitudes toward Dialogic Teaching اتجاهات الطلبة الاردنيين متعلمي اللغة الانجليزية نحو التدريس الحواري

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Jordanian EFL Students' Attitudes toward Dialogic Teaching

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Abstract:

This study investigates the Jordanian EFL seventh grade students' attitudes toward dialogic teaching. A total of 31 homogeneous female participants were selected at Yarmouk University Model School, Irbid, Jordan during the second semester of the year 2018-2019. The speaking activities of Enterprise 1 were redesigned based on dialogic teaching principles. The implementation of the dialogic-teaching instructional program lasted for two months. A questionnaire on the students' attitudes after implementing the program was used. The questionnaire is a five-point rating scale that included eleven items in English, then they were translated into Arabic for students' convenience. Validity and reliability of the program and questionnaire were established by appropriate procedures and data were analyzed using proper statistical measures. The results revealed that the students had positive attitudes concerning the usefulness of dialogic teaching in teaching speaking. Further, empirical studies on the effect of dialogic teaching and EFL learners' attitudes are needed.

Key Words: EFL students, dialogic teaching, speaking skill, EFL learners' attitudes

اتجاهات الطلبة الاردنيين متعلمي اللغة الانجليزية نحو التدريس الحواري

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ملخص:

تبحث هذه الدراسة في اتجاهات طالبات الصف السابع الأردنيات متعلمي اللغة الانجليزية (EFL) تجاه التدريس الحواري. تم اختيار 31 مشاركة متجانسة في مدرسة جامعة اليرموك النموذجية في إربد، الأردن خلال الفصل الدراسي الثاني من العام الدراسي 2018-2019. اعيد تصميم أنشطة التحدث في الكتاب المقرر Enterprise 1 استنادا الى مبادئ التدريس الحواري. استمر تنفيذ البرنامج التعليمي في التدريس الحواري لمدة شهرين. تم استخدام استبيان حول اتجاهات الطالبات وذلك بعد تطبيق البرنامج التدريسي. الاستبيان عبارة عن مقياس تصنيف من خمس نقاط مكون من أحد عشر عنصراً باللغة الانجليزية والذي ترجم الى اللغة العربية لراحة الطالبات. تم التحقق من صدق وثبات البرنامج التدريسي والإستبيان من خلال تطبيق الاجراءات المناسبة. تم تحليل البيانات باستخدام التدابير الإحصائية المناسبة. أظهرت النتائج أن الطالبات لديهن مواقف إيجابية فيما يتعلق بفائدة التدريس الحواري في تدريس مهارة التحدث. هناك حاجة إلى مزيد من الدراسات التجريبية حول أثر التدريس الحواري وآراء متعلمي اللغة الانجليزية (EFL) نحوه. الكلمات المفتاحية: طلاب اللغة الإنجليزية لغة أجنبية، التدريس الحواري، مهارة التحدث، اتجاهات متعلمي الإنجليزية لغة أجنبية

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Introduction

Of the four language skills, speaking skill has always been a central concern of foreign and second language researchers as it is a means of human communication and interaction, a tool to ensure the learners' productivity of the target language in an appropriate and meaningful manner (Kayi, 2006) and is the most demanding of the four language skills (Boonkit, 2010). Moreover, speaking fluency and accuracy are highlighted to maintain oral communication. "Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence" (Richards, 2006:14). The mastery of speaking skill is a necessity for second language learners and that interaction, transaction, and performance are only achieved through speaking (Richards, 2008).

According to Omaggio (2001), the development of oral proficiency is based upon providing opportunities for learners to practice using the language they are learning. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:13). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is the means through which learners can communicate with others to express themselves to achieve certain goals. Besides, in almost any setting, speaking is the most frequently used language skill. Rivers (1981) argued that speaking is used twice as much as reading and writing in our communication. Nunan (1999) argued that success in learning a language is measured in terms of the ability to carry out a conversation in that language.

Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues (Al-Zboun, Smadi, & Baniabdelrahman, 2017).

However, today's world requires that the goal of teaching speaking should improve students' communicative skills so that students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Alexander, 2008).

In Jordan, the Ministry of Education has put much efforts on teaching and learning English with emphasis on the importance of developing students' speaking skill. Alhabahba (2016) stated that the Ministry of

Education in Jordan takes an increasingly vigorous role in delivering English language education to students from Kindergarten to 12th Grade. Consequently, to succeed in using speaking skill, students should integrate and use this skill with other language skills efficiently, interactively and appropriately so that they can develop an acceptable level of proficiency which includes semantic, pragmatic as well as grammatical rules.

Moreover, the Jordanian EFL classes are almost teacher-centered; the students have a very restricted range of speaking practices inside the classroom and almost no opportunity to practice speaking activities appropriately. Teachers tend to pace students in a drilling class where speaking is learnt by memorizing a number of words and sentences which are often not used in the suitable social context (Khweireh, 2017).

A good amount of studies (e.g., Delliou & Zafiri, 2016; Derakhshan, Khalili & Beheshti, 2016; Mart, 2012; Saeed, Khaksari, Eng & Abdul Ghani, 2016) have examined the issue of EFL learners' speaking skill and their oral performance, as well as introduced a variety of educational and pedagogical approaches with a potential to improve this skill.

However, dialogic teaching is a strategy with distinct potential to improve EFL learners' speaking skill through high levels of teacher-student interaction and meaningful classroom talk (Alexander, 2008). It also aims to stimulate students to speak 'complex utterances' that reflect their thinking with reasoning and to participate as much and as productively as possible (Alexander, 2008). EFL students need to learn how to build interpretations rather than acquiring knowledge of specific tests and vocabulary as dialogic teaching has the potential to increase cognitive demand and learning opportunities (Resnick, Asterhan, & Clarke, 2015).

Dialogic teaching has recently been implemented in limited language classes in America, Britain, France, India, and Russia where researchers have focused on improving the quality of classroom discourse as well as highlighting the potential of dialogic teaching in improving learners' speaking skill and classroom talk.

Alexander (2005a) stated that dialogic teaching has five key principles, namely, *collectivity*, where learning tasks are addressed by teachers and students as a group or as a whole class; *reciprocity*, where teachers and students listen to each other and share different ideas and viewpoints; *support*, where students speak out their ideas freely and without fear of embarrassment over incorrect answers; *cumulation*, where teachers and students build on their own ideas and each other ideas ; and *purposefulness*,

where teachers direct the classroom talk with definite educational goals.

Besides, dialogic teaching is a pedagogy that seeks to shift classroom talk away from rote learning towards a productive interaction between teachers and their students. Implementing dialogic teaching in nine British schools in 2003, Alexander (2005b) reported a positive impact on planning practice, classroom talk, children's motivation, and learning outcomes.

Alexander (2008) argued that dialogic teaching does not include the common forms of learning by rote, accumulation of knowledge by recitation, or teacher instruction. It does, however, include discussion, sharing information, and dialogue to achieve common understanding through structured and cumulative questioning.

There are five kinds of teaching talk that take place in language classroom. They are: *rote, recitation, instruction, discussion, and dialogue*. The first three are the most frequently used in classrooms and they are unlikely to offer cognitive challenges that learners need, hence, little or no classroom talk will take place. Meanwhile, *discussion* and *dialogue* are less frequently used. However, they are likely to meet the criteria of dialogic teaching (Alexander, 2005a).

Dialogic teaching has its own specific indicators as well as methods. The indicators of dialogic teaching are as follows: *authentic questions* where students express their thoughts with reasoning as the dialogic teaching questions are structured to provoke thoughtful answers which, in turn, are supposed to provoke further new questions; *uptake* where the speaker builds on what has been said; *higher order teacher feedback*; and *open discussion* which includes at least three participants who respond to each other in a sequence for more than thirty seconds, while its methods are: *collaborative reasoning, Paideia Seminar, and Philosophy for Children* (Sedova, Sedlacek, & Svaricek, 2016).

In addition, Sedova (2017) stated that changing language teachers' teaching practices is a major issue for researchers when developing a dialogic teaching program. Certain programs require the adoption of certain instrumentations, such as reflective interviews and video recordings which would be effective in collecting data.

The ultimate goal of dialogic teaching is the productive participation of students in classroom discourse and that collectivity in dialogic teaching is based on how students participate in classroom discourse as the implementation of dialogic teaching must benefit the class as a whole (Sedlacek & Sedova 2017). Dialogic teaching as a pedagogical method

would also have a potential in improving EFL students' speaking skill.

Based on an extensive literature search, no study on Jordanian EFL students' attitudes toward dialogic teaching was found in Jordan. Thus, this study is an attempt to introduce this strategy to the Jordanian EFL classes based on the EFL Jordanian students' attitudes toward it.

Statement of the Problem

The field of language attitude still needs more investigation since it can provide the needed data for curricula planners, teachers and instructors. An understanding of the students' attitudes allow educators to gain a more realistic insight into what goes inside the learners' heads, their fears, sources of anxiety and preferences.

Based on the researcher's past experience as a full-time lecturer at tertiary level, it was evident that many Jordanian students suffer from a low level of speaking proficiency. Moreover, Jordanian EFL learners in general have recently shown apparent weakness and poor performance in their English language skills in general and speaking skill in particular (Al-Jamal & Al-Jamal, 2014; Batiha, Mustafa & Noor, 2016). Besides, the majority of students in the Jordanian context who learn English as a foreign language are unable to speak English confidently. Rabab'ah (2005) related the difficulties in speaking to the learners themselves, the teaching strategies, the curriculum, and the environment.

Moreover, being reluctant to speak English (Simon, 2014) is another reason behind this low level. Another possible reason behind this situation could be the lack of using appropriate teaching approaches, strategies, and practices that would develop the competence and confidence in speaking (Boonkit, 2010) or neglecting speaking altogether as this skill has always been considered a challenge for both teachers and students (Delliou & Zafiri, 2016; Saeed, Khaksari, Eng & Abdul Ghani, 2016; Ounis, 2017).

This study aims at investigating the attitudes of EFL students toward learning English through the implementation of dialogic teaching.

Method and Procedures

To investigate the students' attitudes toward dialogic teaching, a dialogic teaching instructional program was implemented by an EFL teacher trained by the researcher. After the implementation was over, a questionnaire was distributed.

The instrument used in this study was a questionnaire designed to collect information about students' attitudes toward the appropriateness and

effectiveness of dialogic teaching. The questionnaire was created and developed by the researcher based on dialogic teaching principles (Alexander, 2008) to find out the students' attitudes toward dialogic teaching and its effect on their speaking skill as well as their suggestions concerning this method of teaching. It consisted of 11 items and a free space for the students' suggestions. The questionnaire is a five-point rating scale that included twelve items in English. Then, each item was translated into Arabic to ensure that the experimental group understand what is meant by each item accurately. The questionnaire was used after the treatment was over to be sure that all students are aware of the meaning, procedures, and role of dialogic teaching and acknowledge its effect on their speaking skill. The Arabic version of the questionnaire was distributed, explained in brief, and students were told how to respond to each item based on their own attitudes as well as providing their suggestions.

Validity of the Questionnaire

To ensure the validity of the questionnaire, it was submitted, in its initial form, to the jury of ten EFL professors and teachers who validated it. The jury members were requested to comment and evaluate the clarity and suitability of the questionnaire to the level of students as well as clarity. The suggestions included modifying some few items in the questionnaire by deleting the ones that could be addressed to a teacher. Thus, the questionnaire was modified in its final version according to the jury members' comments and suggestions.

Purpose and Question of the Study

This study aims at investigating Jordanian EFL students' attitudes toward the implementation of dialogic teaching in the Jordanian EFL classes.

This study addresses the following question:

1. What are the Jordanian EFL students' attitudes toward the implementation of dialogic teaching?

Literature Review

Dialogic teaching is a strategy with distinct potential to improve EFL learners' speaking skill through high levels of teacher-student interaction and meaningful classroom talk (Alexander, 2008). It also aims to stimulate students to speak complex utterances that reflect their thinking with reasoning and to participate as much and as productively as possible (Alexander, 2008). EFL students need to learn how to build interpretations

rather than acquiring knowledge of specific tests and vocabulary as dialogic teaching has the potential to increase cognitive demand and learning opportunities (Resnick, Asterhan, & Clarke, 2015). Dialogic learning involves students' extended and supported use of talk (involving both teacher-to-student and student-to-student interactions) that includes open-ended questions, reflections, extended exchanges of dialogue, authentic feedback, and uptake/building on the ideas of others to collaboratively engage in knowledge construction within a safe learning environment.

Developing as well as improving EFL learners' speaking skill is of vital importance in education. According to Bergil (2016), EFL learners need to better acquire the speaking skill and be willing to communicate in English as a second language. A good amount of studies have examined the issue of EFL learners' speaking skill and their oral performance, as well as introduced a variety of educational and pedagogical approaches with a potential to improve this skill.

Boonkit (2010) tested the factors that enhance the development of speaking skill of Thai EFL graduate students. The participants were 18 Thai students in a course entitled: Listening and speaking for special communication. Two structured interview questions and recordings of the participants' speaking performance were the data collection instruments. The main findings indicated that building up confidence in speaking to an audience was mainly reported as a factor that strengthened the students' speaking performance.

Gudu (2015) studied the classroom activities used by teachers to promote learners' active participation in speaking skills lessons in eight secondary schools in Eldoret Municipality, Kenya. The study was based on Krashen's (1985), Monitor Model specifically the input and the affective filter hypotheses. The study adopted mixed methods design and simple random sampling to select schools, students and English language teachers. Data on classroom activities used to teach speaking skills were collected by using questionnaires administered to teachers and students and a direct observation. Results showed that there was variation in use of classroom activities.

Al-Zboun, Smadi and Baniabdelrahman (2017) examined the effect of role-play strategy on the Jordanian tenth grade English as a foreign language (EFL) students' speaking skill. A total of 86 homogeneous participants were selected. For data collection, a role-play instructional program based on the speaking activities, a speaking test and a rating scale were used. The results

revealed that the role-play strategy had a significant effect on the five components of the speaking skill.

Bangun (2018) studied the impact of using *Show and Tell* method on improving students' speaking skill. The research employed a qualitative study using a Classroom Action Research approach which was done during three cycles. Each of the cycle consists of four phases; planning, acting, observing, and reflecting, while each cycle was done in two meetings. Data were collected through the observation sheet, field notes, interview and tests. The research findings showed that there were improvement on students' speaking skill.

A student's attitude toward learning the language is one of the leading predictors of success in learning English. So, teachers and educators should take motivation and attitude factors into consideration when designing English language training and instruction (Gömleksiz, 2010). Language attitude is defined as follows: "the attitudes which speakers of different languages or language varieties have toward each other's languages or to their own language. Expressions of positive or negative feelings toward a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social STATUS, etc. Attitudes toward a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on SECOND LANGUAGE or FOREIGN LANGUAGE learning. The measurement of language attitudes provides information which is useful in language teaching and LANGUAGE PLANNING (Richards & Schmidt, 2002:286)".

Attitudes toward learning a language can be either positive or negative based on the learner's success or failure in learning the target language, and can be facilitated if learners have positive attitudes toward that language as their attitudes are one of the basic factors which influence the learning success (Kovac & Zdilar, 2017). Attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings (Latchanna & Dagnev, 2009).

Beliefs are among the essential points that have a relation with learning (Ajzen, 1988). Students' beliefs can be an obstacle if they believe that they cannot learn the new language successfully. Negative attitude can impede learning a language (Ellis, 1994). But a student's negative attitudes can be changed and turned into positive ones and facilitate getting a positive result. Having positive attitude towards learning a language is a good start to

learn a language (Gömleksiz, 2010).

Current debates regarding learning and its optimization are increasingly focused on non-intellectual aspects which have an influence on performance. This focus is namely on the attitude and motivational aspects involved in the learning process, which have a holistic and inter-determined approach, in the sense of a constructive alignment (Biggs, 1996), on the perceptions over significance and relevance (Entwistle, 2000), expectancies (Wigfield, & Eccles, 2000) and teacher and student approaches on the teaching act with all that it involves – from design to implementation to assessment and evaluation (Trigwell, Prosser, & Waterhouse, 1999; Ramsden, 2003).

Robbins and Judge (2007) indicated that attitude towards learning in terms of complex evaluative statements is concerned with aspects pertaining to the academic learning. Thus, attitudes toward learning that are considered favorable become objective in statements such as: "I believe that learning is essential to me", "When I'm learning, I feel that I'm doing something important" or "I'm looking for opportunities to learn something new", "When I want to learn something, I get totally involved". Favorable attitudes toward learning and toward oneself lead to an increased level of engagement in the learning process, associated with a deep approach to learning (Marton and Saljo, 1997).

Moreover, attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends partly on attitude (Gardner, Lanlonde and Moorcroft, 1985). Thus, it can be inferred that learners with positive attitude towards speaking English will be more involved in speaking activities and may try to make use of more strategies that help them deal with their difficulties in the course of conversation; and learners with negative attitude will be less willing to participate in speaking activities.

Alkaff (2013) investigated the attitudes and perceptions of 47 Saudi female students toward learning English. A questionnaire was developed and students' responses were tabulated and analyzed. The results showed that most students have a positive attitude towards learning English. Zeinivanda, Azizifara and Gowharya (2015) investigated the correlation between attitude and speaking proficiency in the Iranian EFL context. The sample of the study consisted of 70 EFL learners. The data were collected by using a questionnaire and a speaking Proficiency Test to assess the English speaking proficiency level. The analyses revealed that EFL learners

have very high attitude towards learning English and the relationship between attitude and speaking proficiency learners was positive.

Bahmani and Biria (2016) investigated the influence of tablets with preinstalled interactive book on the dialogic teaching in EFL classes in Iran. To collect data, a mixed-method design, an observation procedure along with audio-video recording of the classes followed by transcript and Dialogic Inquiry Tool (Reznitskaya, 2012) were used. The participants were a total of 160 students and eight teachers. Findings showed that tablets with preinstalled interactive books created opportunities for dialogic teaching.

Abu-Snoubar (2017) investigated the attitudes of 176 Jordanian students toward learning English as a foreign language. The study also investigated the effect of the learners' gender and field of study on the attitudes they hold. The findings revealed that the sample students held positive attitudes toward learning English and gender was found to be an effective variable as females proved to be more positive in their attitudes.

Soomro and Farooq (2018) investigated the influence of various factors related to teachers, learners, and learning environment on the students' attitude toward learning speaking skills. A questionnaire was used to collect data from 184 Saudi undergraduate EFL male and female students. The findings showed that these factors affected negatively on the attitude of learners toward learning speaking skills.

Al-Mohaimeed and Al-Murshed (2018) investigated Saudi university learners' attitudes and perceptions toward incorporating their L1 (Arabic) in English class as well as the relationship between students' perceptions and proficiency level in the target language. A questionnaire was administered to 60 female learners studying in the preparatory year at a Saudi university. The results showed that advanced learners hold a negative attitude towards the use of L1 in their English classes, whereas elementary and intermediate learners generally perceive the judicious use of their L1 positively.

Results and Discussion

Students showed different attitudes toward the implementation of dialogic teaching. The means and the standard deviations of the students' responses to the 11 items of the questionnaire were calculated as shown in Table 1, which reveals that the level of the students' responses was high with an overall mean of (3.981) and standard deviation of .751. All items of the questionnaire were at high except for item 12 which was moderate. The highest means was (4.581) out of (5) for item (6) which states: "In dialogic teaching, I care and respect the ideas of other students." This item got a high

agreement degree. These results showed that the Jordanian EFL students' attitudes toward dialogic teaching and its implementation were positive and mainly high.

Concerning the students' suggestions, the students suggested to implement dialogic teaching in their EFL classes as they feel more motivated and interested in learning English. One suggestion was to implement dialogic teaching in science and Arabic. The researchers determined the rank and the level for each item in the instrument. All items were at high and moderate levels which indicated that the students had positive attitudes toward dialogic teaching in teaching the speaking skill.

Table 1: Means and Standard Deviations of Jordanian EFL Students' Attitudes toward the Implementation of dialogic teaching.

No	Item	Mean	Std. Deviation	Agreement Degree	Rank
1	In dialogic teaching, I express my opinion freely.	4.452	.723	High	3
2	In dialogic teaching, I enjoy speaking in English in the classroom.	3.710	1.371	High	10
3	In dialogic teaching, I began to use exploratory phrases (I think, because, why) when discussing ideas with other students in the classroom.	3.903	1.513	High	8
4	In dialogic teaching, I feel confident in my ability to interact in English.	4.032	1.169	High	6
5	In dialogic teaching, I care and respect the ideas of other students.	4.581	.620	High	1
6	In dialogic teaching, I actively participate in the English language lesson.	3.936	1.181	High	7
7	In dialogic teaching, I ask and respond to the open-ended questions.	4.484	.851	High	2
8	Dialogic teaching involves the active participation of students in interpreting the text in their own words and building on each other's ideas.	3.742	1.366	High	9
9	Dialogic teaching enhances my thinking and reasoning skills.	4.097	1.193	High	5
10	Dialogic teaching encourages me to exchange ideas and create new knowledge about a subject.	4.419	.958	High	4
11	Dialogic teaching encourages me to participate in groups.	3.548	1.338	Moderate	11

No	Item	Mean	Std. Deviation	Agreement Degree	Rank
	Total	3.981	.751	High	

According to the results in Table 1, it was noticed that item 5 got the first rank. This item stated that: “In dialogic teaching, I care and respect the ideas of other students.” Most students stressed this point as they feel that dialogic teaching allowed them to speak and interact with each other sharing a collective knowledge which is central to dialogic teaching.

The second rank was for item 7 which stated that: “In dialogic teaching, I ask and respond to the open-ended questions.” This item refers to the significance of positive impacts on their learning as the students’ discussions of the open-ended questions was effective on focusing their attention on providing creative answers and producing new ideas. The teacher and the researcher noticed the progress of the students’ performance in the speaking activities.

Item 1 was at rank three. It stated that: “In dialogic teaching, I express my opinion freely.” This item highlighted the important role of implementing dialogic teaching in increasing the students’ confidence in expressing themselves and thoughts which increased the students’ participation as they were provided with an opportunity to express their inner feelings, interests and emotions freely. The teacher and the researcher noticed that students showed self-confidence and low level of anxiety.

Furthermore, item 11 was at rank 4 with a high level. It stated that: “Dialogic teaching encourages me to exchange ideas and create new knowledge about a subject.” This item indicated the significance role of such teaching which contains more interaction, negotiation, and exploration among learners and teachers, who explore and discuss content together.

Item number 9 was at rank 5. It stated that: “Dialogic teaching enhances my thinking and reasoning skills.” Students got benefits from posing open-ended questions which triggered them to think of different answers and ideas. The students’ utterances were elaborated and contained argumentation and reasoning.

At rank 6 was item 4. It stated that: “In dialogic teaching, I feel confident in my ability to interact in English.” By implementing dialogic teaching, students became more confident to use English and interact with their teacher and colleagues. They used more new words and performed long dialogues and conversations during the speaking activities. This helped them to communicate smoothly and easily.

Item number 6 was at rank 7. It stated that: "In dialogic teaching, I actively participate in the English language lesson." This item indicated the significant role of dialogic teaching in increasing the time allotted for the students' participation in class as they can practice using language to reason, reflect, enquire and explain their thinking to others.

Item number 3 stated that: "In dialogic teaching, I began to use exploratory phrases (I think, because, why) when discussing ideas with other students in the classroom." This item was at rank 8. The students became good thinkers through active engagement in the classroom, so that to answer authentic questions. The discussion was centered on an open-ended, contestable question that does not have a single right answer. During the discussion, there were exchanges with consecutive student turns without teacher interruption. Students discussed their answers, ideas, thoughts and personal opinions and provided elaborated explanations of reasoning behind their views by referring to story information for evidence.

At rank 9 was item 8. It stated that: "Dialogic teaching involves the active participation of students in interpreting the text in their own words and building on each other's ideas." This item highlighted the important role of dialogic teaching in increasing the students' productive participation which requires the students' interactions to create and maintain a communicative environment in the class. Students interacted with each other to provide their own understanding of each text the speaking activities were based on. The redesigned speaking activities were based on real-life situations that require communication and interpretations. Students showed active engagement in building upon each other's ideas.

At rank 10 was item 2. It stated that: "In dialogic teaching, I enjoy speaking in English in the classroom." Most students stressed that the implementation of dialogic teaching made speaking in English more interesting and enjoyable as they were encouraged and allowed to produce their language even they made mistakes. Dialogic teaching was an attempt to help students speak in English effortlessly, fluently and enjoyably.

However, items 11 was of a moderate level. Item number 11, which stated that dialogic teaching encourages me to participate in groups, was at rank 11. This item highlighted the importance of dialogic teaching in providing the students with an opportunity to work together as they shared their ideas and thoughts in dialogues in the way they preferred. This finding is consistent with several previous studies (e.g. Nouri, Seifpour, Esmaeilli, & Talkhabi 2018) where the students experienced changes in their social

behavior and communication with each other as a result of dialogic teaching.

In terms of the students' suggestions, the researcher found that the students were pleased with dialogic teaching though it was implemented for the first time in their class. The students suggested the following to improve the teaching of speaking in their classes:

- Rewriting the speaking activities in their textbooks to be taught in dialogues as the students felt that dialogic teaching may help in making teaching speaking more effective as dialogic teaching was more interesting and supportive.
- One suggestion was to implement dialogic teaching in other school subjects, such as Arabic and science. To implement dialogic teaching in teaching other subjects might be a supportive idea which might help students to be more self-confident and interactive.
- Most students suggested coming up with different topics of their choice and within the speaking outcomes so they can talk more and increase their communicative competence. However, the researcher believes that giving the students the opportunity to suggest topics for discussion with their own dialogues may be more interesting and intrinsically motivating.

To sum up, giving the students the opportunity to express themselves freely and state their own suggestions toward what they have practiced is considered one of the best ways that can be followed to specify the points of strength and weakness of dialogic teaching. The researchers believe that good English speaking does not only depend on the fluency and accuracy of grammar, vocabulary and pronunciation, but also on confidence and willingness to talk; the more you speak the target language, interact in a supportive environment, the more the students become more spontaneous and more confident to speak. Thus, dialogic teaching can be used as a strategy to enable the Jordanian EFL students to practice speaking and interact collaboratively in group work in order to boost their confidence.

Conclusion and Implications

Results showed that students' attitudes toward the implementation of dialogic teaching were positive. It is also revealed that the majority of the students appreciated the implementation of dialogic teaching with an agreement upon its effectiveness in improving their speaking skill.

In light of these results, the researchers believe that there is a need to reconsider the implementation of new educational strategies and teaching

methods that would contribute to enhancing students' learning and improving their speaking skill and reasoning. Dialogic teaching encouraged students to practice English in a learning environment with collaborative work and authentic learning questions. Giving the students the opportunity to express their opinions and suggestions while implementing dialogic teaching is considered one of the best ways to enhance their intrinsic motivation by addressing their needs and preferences.

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