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Ameliorating Students' Participation through Dialogic Teaching

Case Study: Second Year LMD English Students at Chadli Bendjedid University

Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in
English.

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Dedication

This work is dedicated:

To the memory of my grandma and my uncle.

To my dear grandpa, mom, uncles and aunts

For their endless love and support.

Great thanks to my friends

For their unending

Encouragement

And support.

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List of abbreviation and acronyms

DT: Dialogic teaching

EFL: English as Foreign Language

CI: Classroom interaction

CP: Classroom participation

Abstract

This study deals with how to Ameliorate Students' Participation through Dialogic Teaching, this investigation was carried out in University of Chadli Bendjedid. Moreover, it aims to examine the role of dialogic teaching to enhance the English as Foreign Language students' participation. In order to confirm or reject the two hypotheses: the different difficulties that EFL students face in participation, also the importance of Dialogic Teaching in ameliorating their participation, we went through descriptive method in which we used: a questionnaire for both teachers and students. Since they are second year EFL students they are intending to prepare their selves and their oral skills, and also to boot, enhance and empower their productive skills as well as their receptive skills, because they will get their bachelor degrees. So, some of them are facing some difficulties during participation. Results revealed that Dialogic Teaching will superpowery help them in ameliorating their oral skill and participation inside classroom at first and outside classroom.

Keywords : Dialogic teaching, Participation.

ملخص

هذه الدراسة تبحث في كيفية تحسين مشاركة الطلاب من خلال التدريس الحواري، وقد أجريت هذه الدراسة في قسم اللغة الانجليزية في جامعة الشاذلي بن جديد الطارف. علاوة على ذلك فهي تهدف إلى اختبار دور التدريس الحواري في تحسين مشاركة طلاب اللغة الانجليزية. من اجل تأكيد أو رفض الفرضيات: مختلف المشاكل التي يتعرض لها طلاب اللغة الانجليزية في المشاركة، و أهمية التدريس الحواري في تحسينها، تم استخدام نوع من أدوات جمع البيانات: الاستبيان لكل من الطلاب و الأساتذة بما أنهم طلاب السنة الثانية فهم ينوون لتحضير أنفسهم و مهاراتهم الشفهية، أيضا لتحسين و تمكين مهاراتهم الإنتاجية إضافة إلى مهاراتهم القبلية. لأنهم سيحصلون على شهادات الليسانس و الماجستير . وبالتالي البعض منهم يواجه مشاكل أثناء المشاركة في القسم. النتائج تظهر أن التدريس الحواري يساعدهم بشكل خارق في تحسين مهاراتهم الشفهية و المشاركة داخل القسم و خارجه.

كلمات مفتاحية: التدريس الحواري، المشاركة.

Chapter One

Introduction to the study

Introduction

Dialogic Teaching is one of the essential methods used in classroom, it offers students the opportunity to talk and participate freely. It plays an important role in ameliorating learners' talking ability, skill and personality. Throughout this method, teachers would encourage learners to be active in conversations and debates.

This study is going to discuss the importance of dialogic teaching, and its vital role in developing and ameliorating speaking skill and participation in class.

Statement of the Problem

Some of second year EFL learners at Chadli Bendjedid University face difficulties in conducting conversations and explaining their ideas and thoughts in a good way. Hence, for these reasons it is claimed that using dialogic teaching to make the whole class talk is a good way in ameliorating learners' participation. Thus, teachers may use different techniques including dialogues to make their learners more motivated, and give them the opportunity to enhance and reinforce their participation.

Aim of the Study

As a starting point, this study is an attempt to examine the role of dialogic teaching and students' speaking skill, and its effectiveness on student's oral participation while giving them the chance to talk.

Significant of the study

Dialogic Teaching is a vital method followed by most teachers when talking about university level, it is widely used, because it is a very beneficial tool, since it improves their speaking level and enhance their classroom participation. So, adopting this method will absolutely lead to a successful class. Thus, this research will provide recommendations for university teachers to insure the implication of this method.

Research Questions

Two questions can be formulated:

Question 01: Why most of EFL students are facing difficulties with oral participation?

Question 02: Is dialogic teaching an effective way in enhancing EFL student's abilities to talk?

Hypothesis

The following hypotheses can be formulated:

Hypothesis 01: Lack of self esteem, fear from making mistakes and fear of public speaking are the biggest obstacles that learners encounter.

Hypothesis 02: Dialogic teaching is the best way to ameliorate students' participation

Methodology

Study design

The aim of this study is to show the crucial side of using Dialogic Teaching and making the whole class talk, to ameliorate and enhance learners' participation. The research consists of two main variables. The independent variable is the Dialogic Teaching and the dependent variable is EFL learners' Participation.

This research include questionnaire for both students and teachers in order to gather data information, concerning the use of Dialogic Teaching method, and how it can enhance, empower and ameliorate students' participation.

Participants

This research was carried out with second year EFL students at the University of Chadli Bendjedid, in Academic Year 2017/2018. We dealt with 30 students randomly chosen. The results that will be obtained from this sample will be generalized. Moreover five teachers participate in this study when they take part in responding the designed questionnaire.

Data Collection Instruments

In order to test the hypotheses, one research instrument were used to collect the data which is a questionnaire for both EFL teachers and learners; it is very helpful tool for collecting information. The purpose of using the questionnaire is to collect necessary data for this study, because it would be a helpful tool for better understanding students' needs.

Limitation

The held research had its limits since students were questioned for 15 minutes and this was not sufficient to answer in better way, However teachers' questionnaire lasted for a whole day, they took the sufficient time to answer.

Organization of the Dissertation

This research is divided into five main chapters. The first chapter, which is the introductory one, comprises the statement of the problem, the aim of the study and it's significant, the research questions and hypotheses, the methodology adopted (study design, participants, and data collection instruments), the limitations and delimitations of the study, and finally, the structure of the dissertation.

The second chapter is concerned with the literature review of dialogic teaching as a suitable method. It consists of the definitions of dialogic teaching, characteristics and principals; it covers the importance of it on students' participation.

The third chapter is devoted to the methodology used in this research. It includes clarifying the participants chosen for this study, the instruments adopted in collecting the data, and the analysis of the gathered data.

The fourth chapter elucidates the research findings.

The fifth and the last chapter presents the discussion of the results and proposes some suggestions and recommendations to other researchers to conduct further studies on the use of dialogic teaching to enhance learners' participation.

Conclusion

This chapter includes steps of this study, which would provide a significant ground for other researchers to conduct future studies on the use of dialogic teaching in EFL classrooms. This chapter, hence, includes the statement of the problem, the research questions and hypotheses. This one claim that the appropriate use of dialogic teaching in classroom will certainly enhance students' participation. This chapter also contains the aims and significance of the study and the methodology adopted.

Chapter Two

Review of Literature

Introduction

Well, when we combined the two words dialogue and teaching, we form a new method in learning process which is Dialogic Teaching.

Dialogic teaching is the umbrella of student's progress in oral skill and participation, in order to ameliorate their participation. It is the idea of both teacher and learners together.

This chapter is divided into two main parts, first one devoted to present Dialogic Teaching, including some definitions, what is learned through it, and the influence of it by some researchers, moreover characteristics of it, in addition the evidence and impact, some problems and difficulties, principals of teacher students thinking, classroom interaction, also influence of talk, and finally the importance of talk.

The second part deals with classroom participation, starting with definition, and its benefits on classroom talk, also the effect of classroom participation on learners, in addition to that the productive and unproductive participation, and some kinds of classroom participation, and finally some reasons that make students participate or not.

Definition of Dialogic Teaching

Alexander is the first researcher that dealt with this term; Dialogic talk is not that simple talk, but it is a mixture of both teacher and learners ideas, thoughts and words, they exchange information and try to solve problems together. DT is a classroom debate between student and teacher is like the two sides of the paper that is why we cannot separate those two sides so it is both centered. However Bakhtin (1986) defined it as the engagement in live dialogue either between student's each other and teacher or by listening to other in a dialogue where students will use thinking process. (As cited in Bakker, Smit, and wegerif, 2015)

We learn through DT and learning

Mercer, Hennessy and Warwick (2017) Claimed that debates where held as an effective way which ends in itself so that teachers are afraid of time (the fear of transmitting their program effectively to students) so both teachers and students should work hand in hand.

Phililpson & wegrif (2016) has suggested that the best debate depends on the way asking questions and better listening, not hear a word as simple word but hear the word as a meaning, i.e. listen with concentration. Also it provides chance to compare the different members point of view. (As cited in Mercer et al, 2017)

The influence of Dialogic Teaching of some researchers

The influence of Robin Alexander

Alexander (2008) focuses on the classroom talk on the DT since its very important process in educational field; he also claimed that DT is the strength of talk. To manage the understanding of students since it is not a program or method,

but it is a philosophy of teaching where talking, thinking and knowing are interconnected. (As cited in Lyle, 2008)

The influence of lev vygotsky

Vygotsky's theories of constructivist shed light on the educational researcher (teaching and learning process), he emphasized on the dialogue in classroom in which he proposed a collaborative community where the teacher is the leader, and where the students learn with and from each others in a collaborative engagement in a dialogic inquiry, vygotsky also worked on speech and thought he argued that language is a tool of thinking to the mental process. (As cited in Lyle, 2008)

Characteristics of Dialogic Teaching

Robin Alexander (n.d.) identifies DT characteristics in classroom with five points. Firstly, combined information: which is of course between students and teacher, means combine both information and ideas together to get on result, and it could be either a group work or a whole class work. Secondly, mutual work: it is both teacher and student work and think together, collaborate their thoughts and opinions; it is the same meaning of the first point. Additionally, back up feature: here students are free to indicate their opinions and thoughts without being scared of making mistakes. Moreover, progressive feature: it deals with combining both students and teacher's thoughts, mix them together to reach one result. Finally, the goal: here the goal of the teacher is to organize control and simplify the DT with pedagogical aims. (As cited in Lyle, 2008)

Evidence and impact of DT

Alexander (2006) found that dialogic teaching leads to an inclusive classroom in which students could speak without any fear and with big self confidence even though they are not competent to speak. So DT needs the inclusion of the whole classroom to establish a community of learners. (As cited in Lyle, 2008)

Lipman (1988) claimed that DT also has a big impact on a student's thinking process because it raised into standards. Through giving them the ability to excess their voices. This program valued the imagination of students. Where teachers should be attentive with student's voice. (As cited in Lyle, 2008)

Some Problems and difficulties

Lyle (2008) claimed that the use of DT method faces some obstacles and difficulties, one of them is teachers words which is dominate voice on the class rather than the students one.

Moreover teachers should plan for an effective dialogue in the whole class, because they suffer from a lack of speaking skill. Another problem which is the lack of time, in which the teacher feel impressed that he couldn't finish the lesson at the commended time. In addition to that, if teachers work only with this method, there would be less interest on other skills (writing and reading)

Principals of Teacher-Student Thinking

Vygotsky (1962-1978) claimed that thinking together approach is important way in which students learn to think individually and in an independent way, in which they exchange ideas so it will be interaction between teacher and his/her

students in class to create new concepts and thoughts. (As cited in Mercer et al, 2017)

Mercer, Hennessy and Warwick (2017) claimed that This program suggested by developers of the approach, the first one is that each element of the group should be motivated to contribute in the discussion, second one is that students should concentrate more on others views, in addition to that ideas suggested by some members must be took in consideration. At the end of the discussion, the members should agree on one decision and took responsibility of their choice. (As cited in Mercer et al, 2017)

Classroom interaction

Brown (2000) claimed that classroom interaction means cooperative learning in which students reciprocate different emotions, ideas and information. It is the relationship between teacher and his/her students; classroom interaction (CI) is the umbrella of that reciprocal communication between them inside the class. (As cited in Ginting, 2017)

Hall and Walsh (2002) mentioned that the relationship between the two sides, teacher and students is crucial because it enrich the learner with a good participation. (As cited in Ginting, 2017)

Talk

The influence of talk

Nystrad et al (1997) claimed that classroom discourse has a very big influence on the students learning experience and it more reinforce the interaction between teacher and students through original issue asked by teachers, This late

menace teacher by the impact of students classroom relationship (As cited in Lyle, 2008).

Robin Alexander (2001) use the concept of DT to illustrate the collaborative work of both teachers and students to construct this and each other's knowledge and thoughts to realize an appropriate thinking at the end. It is claimed by him that DT aims to discover learners' ideas, it deal with the contribution of students in classroom by their answers to teacher's questions because at the end we will found the ongoing talk. Thus, this way develops learners engagement self confidence independence and responsibility (As cited in Lyle, 2008).

The importance of talk

British Columbia Ministry of education quoted "Language is fundamental to thinking, learning and communicating" (2006, p.3) (As cited in Callender 2013, P.2).

Callender (2013) further explained that, talk is the most crucial point in our daily life; we need to talk, to exchange different ideas and point of views with others. We can't think without language and we can't listen to nothing that is why classroom talk is under the aim of collaborative knowledge, exchange information and try to solve problems and issues together.

Definition of participation

It is a process in which individuals associate within others in any field either by sharing ideas and thoughts or by asking and answering questions and giving different point of views toward a specific subject.

Dancer and Kanvounias (2005) indicates that participate is to be active in classroom, and it has five divisions which are cleverness in groups, readiness, group connection, debate assistance and interest; those are the basics of the classroom participation. (As cited in Rocca, 2010)

Benefits of participation

Lyons (1989), Petress (2006), Weaver and Qi (2005) claimed that participation has a powerful proof in classroom. And Cohen (1991) also mentioned that participation is the avenue to make learners vivid in classroom. In addition to that, Smith (1977) asserted that students who are active they manifest the progress in their good communication. (As cited in Rocca, 2010)

The Effect of Classroom Participation

Many researchers shed light on the way students participate in the classroom. Vygotsky (1978-1981) claimed that speaking and thinking goes hand in hand, if a person is able to talk, he obviously able to think. However Lehesiviori (2013) considered classroom talk as a vital process in learning. (As cited in Sedlacek and Sedova, 2017)

Sedlacek and Sedova (2017) claimed that as much chances of talking are available, as much the information is accumulated. He also stated that the collaborative work has big influences on classroom talk.

Productive and Unproductive Participation

Black (2004) shows the difference between productive and unproductive. The second one, students participate but they are not active, they only rely on their teacher, they have low acceptance and they don't use mind efforts. The

other side which is the productive participation in which students interact with each other, share and exchange ideas thoughts and understandings with each other by giving arguments and reasons. (As cited in Sedlacek and Sedova, 2017)

Kinds of Classroom Participation

According to Kovalainen and Kumpulainen (2007) there are four kinds of classroom participation (CP) first kind is, acoustic participation: which is the centered group of students react within teacher's instruction and each others, so they will influence the outcome. Second point is reactive participation: this kind participates in highly amount with the teacher, and they are always ready for answering teacher's questions. Third kind which is the two sided participation: this later deals with the participation of students, not only within their teachers but even with their colleges, they share tasks answers in dual way with teacher and with themselves. Last kind which is Wordless participants: this kind is concerned with students who are very quiet and rarely interact in classroom. (As cited in Sedlacek and Sedova)

Some Reasons that make students participate or not

In one hand we have some reasons of non participate, in effect Speech Anxiety (SA) is considered as a reason that make learners do not participate in classroom, Basic (2011) claimed that the concept Speech Anxiety (SA) is defined as that feeling of fear from expressing thoughts and ideas orally and speak in public, this is clearly shown by some signs such as sweating, high tension and increased pulse, confusing as well. Since they will affect the ability of speaking so the person that went through this problem, won't be able to talk freely in classroom.

In addition to that we have the class members, Gleason (1986) stated that large number of students in one class paralyze the will and the readiness to participate. (As cited in Rocca, 2010)

Moreover learners have the feeling of unsuitable and incompetent in front of their mates so they prefer to stay quite then to talk, Rocca (2010) claimed that the second cause of the lack of participation in classroom is the fear of talking; they are scared to express ideas in front of their classmates. Also, Auster and Macrone (1994) stated that lack of confidence and comprehension also a reason that lead to none participate. (As cited in Rocca, 2010)

On the other hand there are some reasons that make the learner participate in classroom, Fritschner (2000) claimed that it is obviously that the teacher engages their students to talk, so they will enhance their level in speaking skill, in the other hand students trust their guider to develop their participation. (As cited in Rocca 2010)

Crombie et al (2003), Dallimore et al (2004), Fassinger (1995) and Wade (1994) Mentioned that the atmosphere inside the class should build on respect of two sided i.e. the learner should respect his/her teacher and the teacher should give them full interest, this lead to classroom participation. In addition to that we have the idea of Mottetn, Martin and Myers (2004) they claimed that if learners noticed that their teachers are grateful of them they will be motivated to participate in class. (As cited in Rocca 2010)

Conclusion

In this chapter we give a clear idea about dialogic teaching and its effectiveness to enhance and reinforce the student participation. Moreover, also we

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dealt with classroom participation and talk, and its relationship with dialogic teaching and making the whole class talk. Later on we presented some reasons that make the class participate or not.

From this research we noticed that dialogic teaching is an effective method to ameliorate students participation, the next chapter will deal with the methodology of this work which contains the participants, data collection instruments and procedures.

Chapter three

Research methodology

Introduction

In this chapter we are dealing with the methodology of this research. So, this research tends to show the research institution, including its location, number of students (30) and teachers (five), and levels or specialty that is taught at the department of English. In addition, a description of the participants will be provided, including their level and background information. After that, the research instrument, which is: a questionnaire for both students and teachers. Finally, it ended by the research design and procedures.

Participants

This research was conducted at Chadli Bendjedid University, the participants of this study were second year EFL students, and they studied English for seven years as a course: four years in middle school, and three years in secondary school. Then, they specialized in English as a foreign language at that university.

Research instruments

This research aims first to understanding how the use of dialogic teaching enhance and ameliorate the students' participation. Second, it aims to provide that the students really need more oral practice in classroom to be able to participate without fear. Also, we have obtained one main gathering tool which is a questionnaire for both teachers and students; it is very helpful instrument for collecting data.

Description of the Questionnaire

The students' questionnaire: Is designed to gain data from their opinions about their attitudes towards studying English while using dialogic teaching. The questionnaire is divided

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to four sections that consist of 11 questions. The type of questions are yes/no questions or multiple choice questions. The three sections are as follows:

Section 1: Feeling toward talk (Q1): in which they will say if they were afraid of talk or no.

Section 2: Learner's opinion about preferred skill and successful teacher (Q2-Q3): In this section we have knowledge about the most proffered skill, and the characteristics of the successful teacher.

Section 3: Learner's point of view about dialogic teaching, debates and participation (Q4, 5,6,7,8,9,10 and 11): This section seeks information about both dialogic teaching and participation.

Teachers' questionnaire: Even teachers went through questionnaire for collecting this data. It consists of 8 questions composed of four parts. The type of questions are also closed ended, multiple choice questions or a question with justification. The three sections are as follows:

Section 1: Teacher's experience (Q1): It means to gather information about teachers experience in oral skill.

Section 2: Most applied skill and the level of learners (Q2-Q3): This section seeks information about the most preferred skill and the learners' level.

Section 3: the use of oral presentations and the ability of student's participation through dialogic teaching (Q 4, 5, 6, 7 and 8): In this section we gathered information about importance of dialogic teaching on students' participation.

Section 4: The effect of comments and feedbacks on learner's self esteem (Q9): This section seeks information about the effect of teachers' feedback on students' confidence.

Research Design:

This research conducted as case study with second year EFL students at Chadli Bendjedid University. It consists of two main variables: One independent variable which is dialogic teaching, and one dependent variable which is the participation.

Research Procedures

As it is mentioned before, this research was conducted with second year EFL in the second semester of 2017-2018 academic years and invited them to be part of this study. We explained to them the aim of the study, which is exploring the effectiveness of dialogic teaching in ameliorating EFL students' participation.

Conclusion

As we said before, this study was conducted in Chadli Bendjedid at El Tarf, Algeria. Participants were second EFL learners at the same university. The current chapter started by providing an overview of the research design and the methodology adopted, as well as the participants and the research instruments. The main goal of this chapter is to investigate the effect of dialogic teaching on ameliorating learner's participation through dialogic teaching. The study has two variables: Independent variable which is dialogic teaching, and the dependent variable which is the participation. The next chapter will deal with the analysis and the results of the gathered data.

Chapter four

Results

Introduction

The fourth chapter explains the findings of our research, how it is interpreted and discussed. Questionnaire for students, one group randomly selected from population of 30 EFL learners from the Department of English at Chadli Bendjedid University. Moreover a questionnaire was addressed to five teachers who have taught oral expression module from the same department. According to learners and teacher's answers on the different tasks following the questionnaire method. It aims to identify different percentages for each of the participant. Hence, those participants will help us validate our research.

This chapter consists of two main sections. The first section includes the analysis of learners' questionnaire, and the second section deals with the analysis of the teachers' questionnaire.

Analysis and interpretation of Learner's Questionnaire

Question01: Are you afraid to talk?

Table1: *Fear of talking.*

Responses	Yes	No	Sometimes
Participants	3	9	18
Percentages	10%	30%	60%

There are learners who are afraid to talk in classroom; the following graph shows the percentage of the fear of each one.

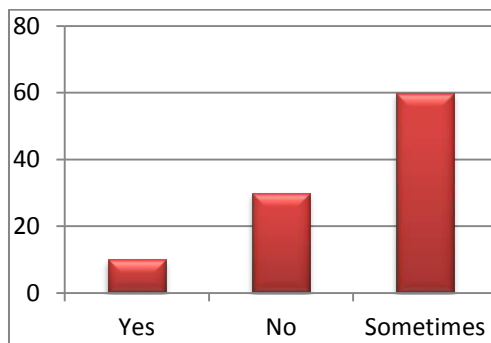


Figure 1: *Fear of talking.*

The collected data shows that the majority of learners are sometimes afraid of talking, 60% of them will feel anxious while talking while their friends are looking at them. However, 30% are not afraid at all because they feel self confident. In contrary few learners 10% claims that they are afraid of talking in classroom, because they have a lack in their confidence.

Question02: For you, a successful teacher is the teacher who:

A-Can keeps the class quite

B-Make the whole class talks

C-Explain things clearly

Table 2: *Successful teacher.*

Responses	A	B	C
Participants	00	21	9
Percentages	00%	70%	30%

For learners a successful teacher is the teacher who can either keep the class quite, makes the whole class talk or who explains things clear. The following graph shows the different views.

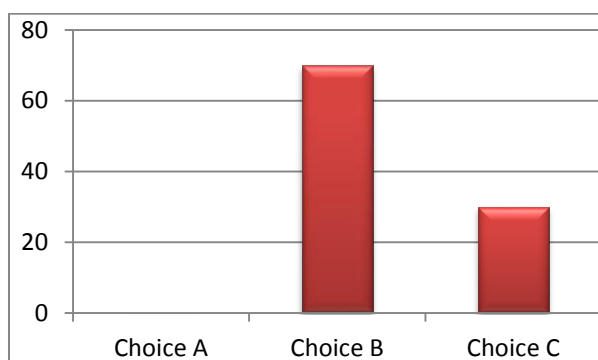


Figure 2: *The successful teacher.*

The graph shows that almost the whole class (70%) agreed on choice B which is, the successful teacher is the one who makes the whole class talk and let them be involved in the lesson by interacting between each others, share ideas and thoughts of course under the supervision of the teacher each time they talk. Only 30% said that a successful teacher is the one who explain the lesson clearly and illustrates the notions that he gives to his students and explains it. But no one (00%)agreed on the first choice which is keep the class calm, since they are mature enough on those stuff of making noise in classroom.

Question03: For you, which one of the four skills is the most preferred: Reading, Listening, Speaking or Writing?

Table3: preferred skill.

Responses	Reading	Listening	Speaking	Writing
Participants	3	7	18	2
Percentages	10%	23,33%	60%	06,66%

The four skills (Reading, Listening, Speaking, and Writing) are very important in the learning process; the graph bellow shows the most preferred by each one of the learners.

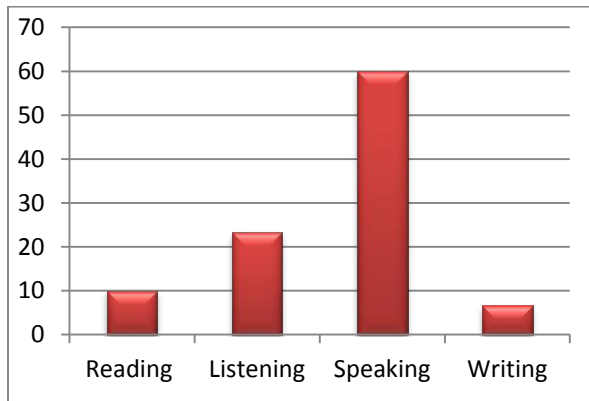


Figure 3: *The most preferred skill.*

The graph above demonstrates that 60% of the learners prefer the speaking skill, since this skill gives them the chance to talk and express their thoughts and ideas. And only 23,33% of them chose the listening skill, this group prefer to listen more then to talk, speak, read or even write because they think that this helps them to grasp more. Some participants (10%) preferred reading, maybe because they are interested in books. And only 6,66% are more interested in writing, because they feel more free to express their own style.

Question04: Do you think that speaking is necessary to facilitate the different kinds of learning?

Yes, I think so.

No, I don't so.

It depends.

Table 4: *Importance of speaking.*

Responses	Yes	No	It depends
Participants	18	2	10
Percentages	60%	6,66%	33,33%

The speaking skill is necessary to facilitate the different kinds of learning; the following graph will show us the different views concerning the idea.

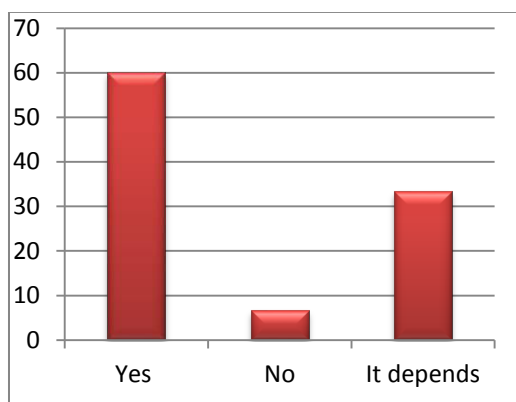


Figure 4: *Importance of speaking skills.*

The above graph shows that the majority of learners (60%) thinks that speaking skill is necessary to facilitate the learning process, since there is always an opportunity to talk. however 6,66% of them do not think that it is a good idea. It is so because they are afraid of talking. And around 33,33% stands in the middle and said that it depends, they are neither with the idea of speaking skill which facilitate the learning process, nor against it.

Question05: What about your level in speaking skill is it: Good, medium or weak?

Table 5: *Level of learners in four skills.*

Responses	Good	Medium	Weak
Participants	8	21	1
Percentages	26,66%	70%	03,33%

The level of speaking skill differs from a learner to another, here are the results shown in the below.

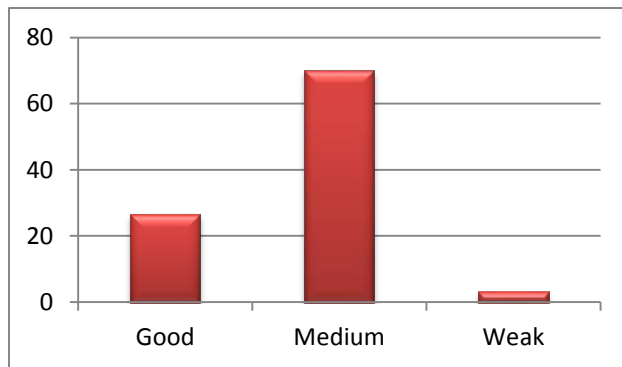


Figure 5: *Level of learner's four skills.*

This graph shows that the level of around 75% of students is medium concerning speaking skill, arguing that they don't practice speaking skill the whole time inside classrooms. And 26,66% they are good in it, and they find it enjoyable. However only 3,33% claims that they are weak, they should improve their capacities concerning it.

Question06: Do you know the meaning of dialogic teaching?

Table 6: *Dialogic teaching meaning.*

Responses	Yes	No
Participants	19	11
Percentages	63,33	36,66

As far as dialogic Teaching is concerned, not all the learners know the meaning of this concept. So the graph below would better show us the percentage of learners who know its meaning and those who don't.

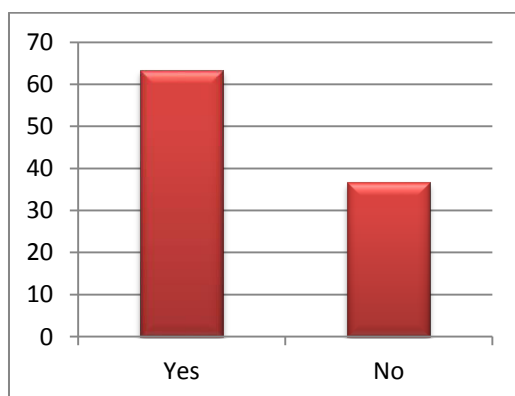


Figure 6: *Knowledge about dialogic teaching.*

The data collected shows that the majority of the students do have an idea about what dialogic teaching means (63,33%), so that they have at least an enough knowledge about this concept. However 36,66% among them don't know the meaning and have no idea about this method.

Question07: Do you prefer making debates and dialogues in class?

Table 7: *opinions of learners about debates.*

Responses	Yes	No
Participants	28	02
Percentages	93,33%	6,66%

Making debates and dialogues in classroom is a good idea. The interaction of the learners towards this idea is shown below

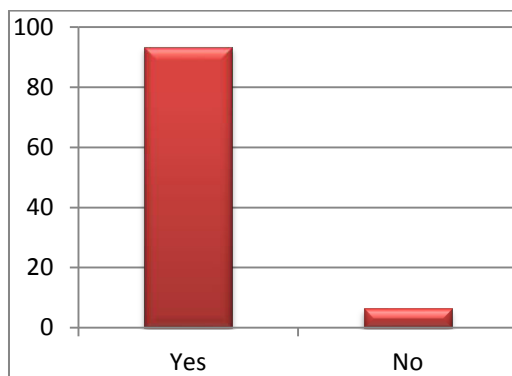


Figure7: *learner's opinion about debates in class.*

It is noticed that the entire learner's (93,33%) prefer making dialogues and debates in classroom. they find it enjoyable and interesting to share ideas and thoughts, work in peers and groups. However 6,66% of them are not interested with it, maybe because they prefer to work individually without disturbing the others.

Question08: Do you agree with oral tests and exams?

Table 8: *Opinions of learners about oral tests and exams.*

Responses	Yes	No
Participants	16	14
Percentages	53,333%	46,666%

In the graph bellow, It is mentioned the percentage of those who agree with oral test and exams and those who do not.

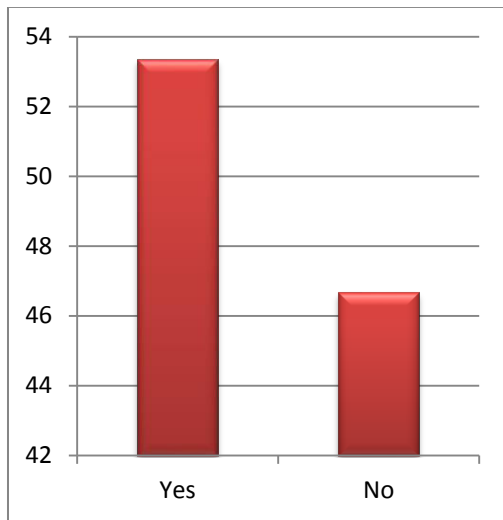


Figure 8: *Agreeing with oral tests and exams.*

It has been noticed in the above graph that almost the half of the class is interested in the idea of making oral tests and exams and they do agree on it 53,33%. This category prefers to use their speaking skill while being tested by teachers. 46,66% do not agree with this idea, since they fear from public speaking and also from bad comments they will face from their classmates and especially from their teachers.

Question09: Dialogic teaching breaks the ice of being shy?

Table 9: *Dialogic teaching break the ice of being shy.*

Responses	Yes	No
Participants	26	4
Percentages	86,66%	13,33%

It is shown in the graph bellow the two that different points of views of learner concerning shyness which could be overcoming by the dialogic teaching.

Ameliorating Students' Participation Through Dialogic Teaching

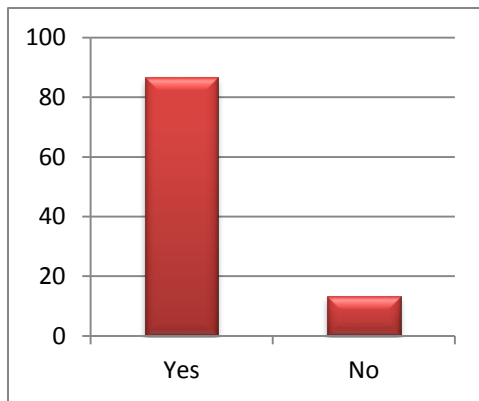


Figure 9: *Dialogic teaching destroys shyness.*

As it is clearly shown in the graph, out of 86,66% of learners are overcoming shyness by the use of dialogic teaching, of course because when you talk and express thoughts in classroom you are facing that shyness. However a minority 13,33% claimed that they can't go beyond shyness even if they talk in public.

Question10: Do you think that dialogic teaching is the best way for a good participation?

Table 10: *Dialogic teaching lead to a good participation.*

Responses	Participants	Percentages
Yes	27	90%
No	No 3 A: 1 B: 1 C: 1 D: 0	10%

In the graph below, it is mentioned the opinion of students towards dialogic teaching as a best way for a good participation.

Ameliorating Students' Participation Through Dialogic Teaching

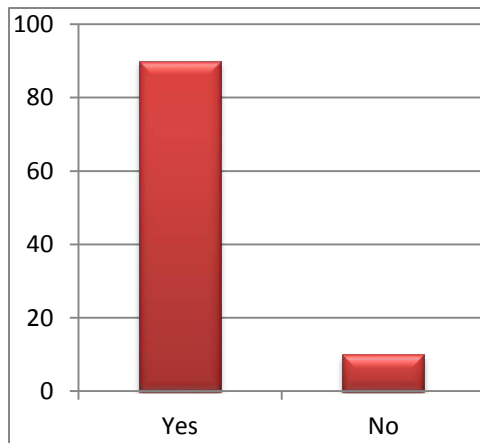


Figure10: *Dialogic teaching lead to good participation.*

In the graph, it has been obtained that 90% of learners, almost the whole class agrees that dialogic teaching is the best way for a good participation because it provides more opportunities for students to talk. However 10% refused this idea due to the four reasons already mentioned in the questionnaire.

Question11: Do you think that participation in classroom have an essential role in developing student's speaking skill?

Table 11: *importance of classroom participation.*

Responses	Yes	No
Participants	27	3
Percentages	90%	10%

The following graph shows the role of participation in developing learners speaking skill.

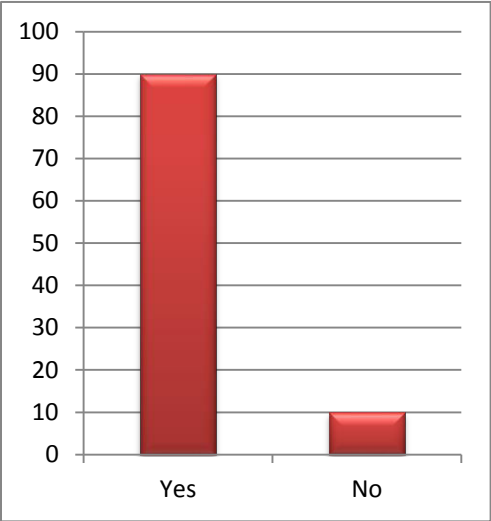


Figure11: *The importance of participation.*

It is obviously shown that participation has an essential role in developing learner's speaking skill 90%, and just few (10%) claims that participation does not have any role in developing their speaking skill, because maybe they don't know its real value and importance.

Analysis and Interpretation of Teacher's Questionnaire

Question01: How many years have you been teaching oral?

Table 1: *Teachers experience.*

Responses	1 Year	3 Years and more
Participants	1	4
Percentages	20%	80%

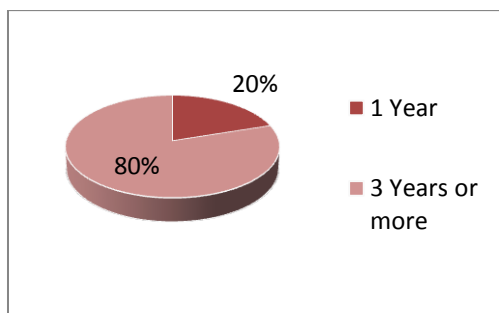


Figure 12: *Teacher's experience.*

The pie chart above shows that the questioned teachers are totally experienced in teaching oral under a percentage of 95%.

Question02: Which one of the four skills do you apply the most in your course, justify?

Table 2: *Most applied skill in classroom.*

Responses	Reading	Writing	Speaking	Listening
Participants	00	00	3	2
Percentages	00%	00%	60%	40%

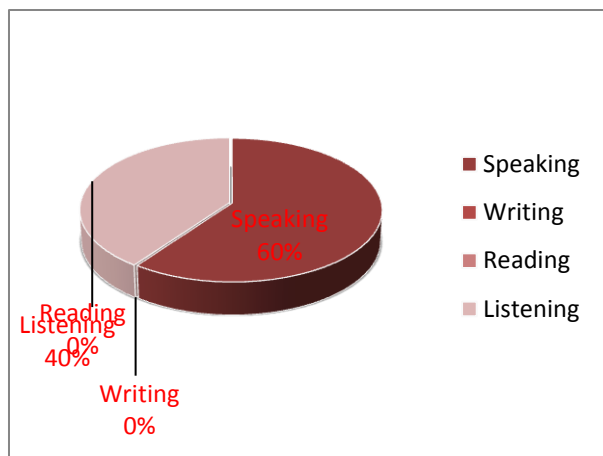


Figure13: *Most applied skill.*

From these results, it has been noticed that speaking skill is the most applied by teachers, for the justifications, each one of them gave its own opinion. The first teacher claimed that speaking is a natural process and later becomes the most important tool used to assess one's proficiency in EFL class. The second teacher said that it is necessary to become a well-rounded communication. The third one claimed that speaking skills are very important for both expressing ideas and impressing the listener. The other one supposed that listening is the first step towards a good mastery of oral skill. The last one asserted that she taught the speaking skill for a number of years. And even the other courses she taught were lectures that required students to be attentive listeners so that they will be able to answer questions.

Question03: What about your learner's level in speaking skill?

Table 3: *Learners speaking skill.*

Responses	Good	Medium	Weak
Participants	2	3	00
Percentages	40%	60%	00

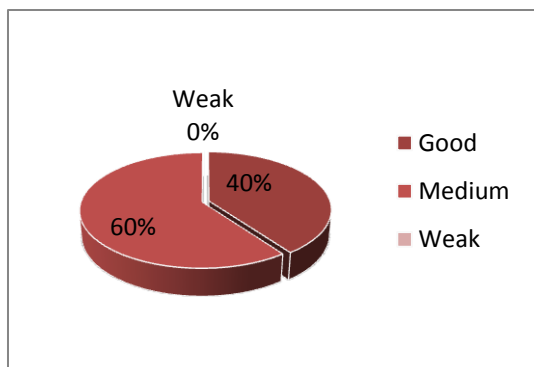


Figure14: *Level of learners in speaking.*

Respondent's answers reveal that the level of learners in speaking skill differs from one teacher to another. 60% of teachers claimed that their learners have a good level, since they always participate and they had good marks in oral and in addition, they also prefer oral session. However, the rest (40%) said that they have students of medium level.

Question04: Do you use oral presentations as tests and exams and why?

Table 4: *Using of oral tests and exams.*

Responses	Yes	No
Participants	5	00
Percentages	100%	00%

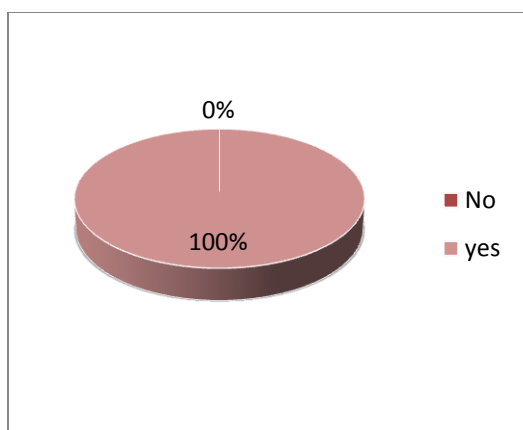


Figure15: *The using of oral tests and exams.*

From the pie chart, it has been noticed that all teachers use oral presentations as tests and exams behind the reason of: The first teacher claimed that oral presentations as tests and

exams allows him better evaluate his learners, however the other one said that oral presentations force introvert or shy students to speak and take part in classroom activities. The third one said that it helps them to face their fear of speaking and speech anxiety. The other teacher claimed that it helps students to develop their abilities while answering orally. The last one answered that it allows them to gain confidence in expressing themselves.

Question05: Do you think that learners have the ability to participate and talk freely in classroom?

Table 5: *Learners' ability to participate.*

Responses	Yes	No
Participation	2	00
Percentages	100%	00%

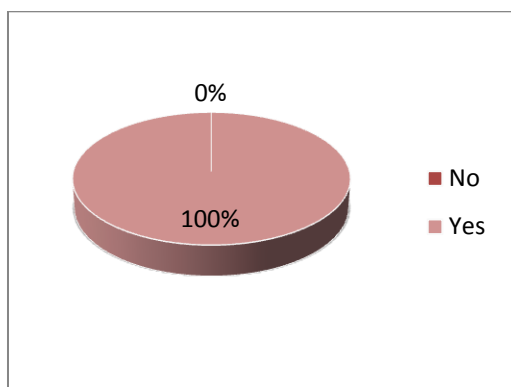


Figure16: *Learner's ability to participate.*

This item of information shed light on the ability of learners to participate and talk freely in classroom; both teachers claim that all students have that ability of participating 100%, so they are all interested in classroom talk and participation.

Question06: Do you think that dialogic teaching and making the whole class talk is the best way to ameliorate learner's participation and why?

Table 6: *Importance of dialogic teaching.*

Responses	Yes	No
Participation	4	1
Percentages	100%	00%

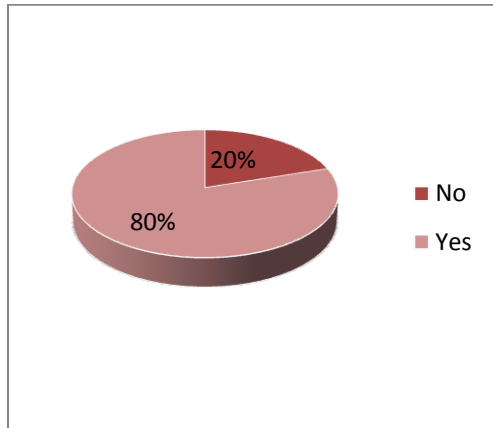


Figure17: *Importance of dialogic teaching on participation.*

According to the figure above, it has been found that the majority of teachers agree that dialogic teaching and making the whole class talk is an important way to enhance learner's participation. The reason behind the first teacher's choice is that dialogic teaching allows exchanging a great deal of ideas in a short period of time; also it motivates them to learn. The second teacher's reason is that, it offers them opportunities to test their knowledge and opinions. The other teacher's opinion is that DT represents them and their opinions, as we say speak well seek well. Next teacher's opinion is if you want someone to understand you, you need to speak; So DT is a way to teach you how to transmit the message in class and to understand each other. Last teacher's opinion is that DT is a good way but not necessarily the best way.

Question07: Do you give your learners the chance to participate even if they make mistakes, and why?

Table 7: *opportunity to participate even with mistakes.*

Responses	Yes	No
Participants	5	00
Percentages	100%	00%

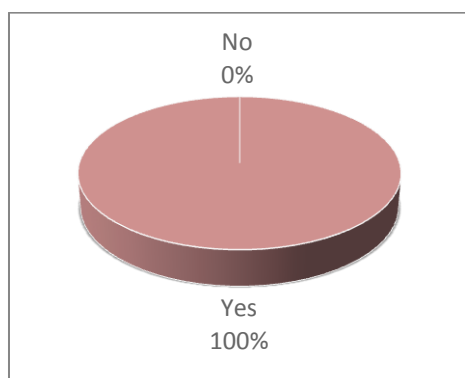


Figure18: *Opportunity to participate even with mistakes.*

According to the above mentioned results, all teachers gave their learners the chance to participate even if they make mistakes (100%). one of the respondents claimed that he wants them to be involved in the learning process and he says that it is the best way to acquire the target language. The other said that students are encouraged to speak even if they make mistakes, if they don't, they won't learn. They learn better from their mistakes and those of their peers. The third teacher claimed that mistakes are the most important thing that happens in any classroom, because it allows them what to do. The other one said that if they don't accept their mistakes, they will never ever try to be creative; they will be scared to raise their hands, and the last one claimed that they need the chance to participate even with mistakes to face their problems.

Question08: Do you think that harmless comment can wound learners' confidence and self esteem?

Table 8: *Bad feedback destroys confidence.*

Responses	Yes	No
Participation	5	00
Percentages	100%	00%

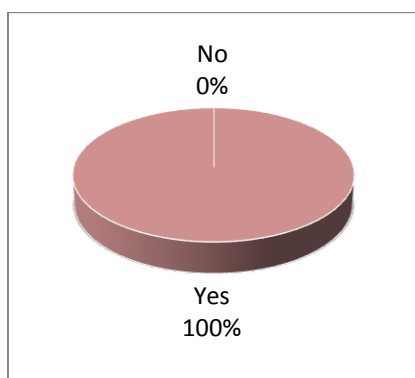


Figure19: *Bad feedback destroys confidence.*

In the pie chart, it has been noticed that all questioned teachers think that harmless comments can wound learner's confidence and self esteem; this is totally a true claim because the teacher should be aware of how to correct his student's mistakes in a kind way without being harsh with them because we learn from our mistakes, if there were no mistakes the learning process will never be successful.

Conclusion

The main goal of this research was to investigate to what extent dialogic teaching helps EFL learners to ameliorate their participation and speaking skill. Also, to identify the main obstacles that learner's face in classrooms while discussing and participating. It also aims at exploring the teacher's points of views concerning the dialogic teaching method and the results confirmed our expectations, so our hypotheses were confirmed. The next chapter will discuss the results and provide the pedagogical implications of this research, and some suggestions.

Chapter Five

Discussion

Introduction

This chapter will discuss results of this research in relation to the hypothesis and previous research. Also it introduces the pedagogical implications of the study, including the benefits of using Dialogic Teaching in enhancing and ameliorating EFL students' participation. Moreover teachers have to put into consideration when using this beneficial method in EFL classroom. The final section in the chapter presents suggestions for future research that are similar to the subject matter of this discussion.

Discussion of the Hypothesis

Hypothesis one

In this study, we have hypothesized that lack of self esteem, fear from making mistakes and fear of public speaking are the biggest obstacles that learners encounter.

This hypothesis has been checked by students and teachers questionnaire, results which showed the noticeable progress in students' participation after creating a comfortable atmosphere, good comments and feedback. Hence, this hypothesis is validated.

Hypothesis two

We hypothesis also, Dialogic Teaching is the best way to ameliorate students participation, and thus, applying this method in classroom is beneficial and

effective in improving EFL students speaking abilities and participation because it creates more opportunities to express thoughts and ideas in classroom. This hypothesis has been checked by observing the results from teachers and students questionnaire.

Implication of the Study

-Implementing Dialogic Teaching and debates into EFL classroom is important for many reasons:

-Dialogic teaching is enjoyable by both sides' students and teachers.

-Classroom discourses reinforce the interaction between teacher and student through original issues checked by teachers.

-Thinking together approach is important way in which students learn to think individually and in independent way.

-Best debate depends on the way asking questions and better listening.

-Dialogic Teaching focus on speaking in classroom talk and concern on the debate between sides, students and teacher.

-Collaborative work has big influence on classroom talk.

-Classroom participation is seen as an instrument that shows the classroom level.

Suggestions and Recommendations

In order to improve students' participation through Dialogic Teaching, some suggestions and recommendations can be addressed to both teachers and learners:

-Teachers should create comfortable atmosphere in the classroom. Thus, encouraging students to participate and sharing ideas freely by making debate in class.

-Teachers should be careful about harmless comment, it paralyze students confidence so it lead to none participate. So they should correct students' errors in a positive way.

-Teachers should give their students the opportunity to talk freely in classroom without bad comments and feedback. So they encourage them to participate.

-The researcher suggest: That EFL teachers could apply Dialogic Teaching during teaching oral, to ameliorate students' participation.

-It is preferable to implement free subjects and let students comment freely.

-It is better for the teacher to implement oral test and exams in order to enhance and reinforce their speaking skill and their aim of participation.

Conclusion

The aim of this research is to examine the role of Dialogic Teaching and its effectiveness on students' participation and speaking skill, taking second year English students at Chadli Bendjedid el Tarf University as case study.

In this chapter, the two research hypotheses were discussed in relation to the results that we found. The first hypothesis, which expected that creating comfortable atmosphere, good comments and feedback are so effective in developing EFL students' participation. Hence, applying DT in classroom is beneficial and effective in improving EFL students speaking skill and participation.

The pedagogical implications of this research covered the value of using dialogic teaching, conversations and classroom debates for EFL students and teachers.

Finally, recommendations and suggestions include the important points of this chapter.

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Appendices

Appendix A

Students' Questionnaire

Dear EFL learner, this questionnaire is addressed to Second Year students in order to know about their ability to talk and participate in the classroom. Through this brief survey your answers will be helpful to carry this research and meet your needs. So we hope that you will give us your full attention and interest.

Anonym Questionnaire

Please tick X the right answer:

1/ Are you afraid to talk?

Yes No Sometimes

2/For you, a successful teacher is the teacher who:

CHOICE A: Who keeps the class calm

CHOICE B: Who makes the whole class talk

CHOICE C: Who explain the lesson clearly

3/For you, which one of the four skills is the most preferred?

Reading Listening Speaking Writing

4/ Do you think that speaking is necessary to facilitate the different kinds of learning?

Yes No It depends

5/ What about your level in speaking skill, is it

Good Medium Weak

6/ Do you know the meaning of dialogic teaching?

Yes No

7/ Do you prefer making debates and dialogues in class?

Yes No

8/ Do you agree with oral tests and exams?

Yes, I do No, I don't

9/ Dialogic teaching break the ice of being shy.

Yes No

10/ Do you think that dialogic teaching is the best way for a good participation

Yes No

-If your answer is no, Tell me the reason behind it (its okay for more than one answer)

CHOICE A: Lack of motivation and self confidence

CHOICE B: Fear of public speaking

CHOICE C: Fear of making mistakes

CHOICE D: Your teacher don't give you the chance to talk at all

11/ Do you think that participation in the classroom has an essential role in developing learner's speaking skill?

Yes No

I would like to thank you for taking the time to fill this questionnaire, this means so much for me, as it will be great help in my dissertation research, Once again thank you.

Appendix B

The teachers' Questionnaire

This questionnaire is a part of a research work entitled “Ameliorating Student’s Participation through Dialogic Teaching” Carried at the University of Chadli Bendjedid El Tarf with EFL Teachers

1/ How many years have you been teaching oral?

1year 3 or more years

2/ Which one of the four skills do you apply the most in your course?

Reading Listening Speaking Writing

Please, justify your

answer.....
.....

3/ What about your student’s level in speaking skill, do you think that they are

Good Medium Weak

4/ Do you use oral presentations as tests and exams?

Yes No

Why.....
.....

5/ Do you think that students have the ability to participate and talk freely in classrooms?

Yes No

6/ Do you think that Dialogic Teaching and making the whole class talk is the best way to ameliorate student’s participation?

Yes

No

Justify.....
.....

7/ Do you give your students the chance to participate even if they make mistakes?

Yes

No

If yes please say how?

.....
.....

8/ Do you think that harmless comment can wound a student's confidence and self esteem?

Yes

No

Thank you for your collaboration