Dialogic Inquiry: A Tool for Developing Oral Communicative Competence and Increasing the Willingness to Communicate among EFL Learners

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Abstract

The current study sought to investigate how far dialogic inquiry influences the oral communicative competence of EFL learners and their willingness to communicate levels. The study participants comprised thirty EFL female learners in an English language and translation context. By using ten topics distributed over ten cycles, and administering an oral comprehension test with an analytic rubric for analysis, a willingness to communicate questionnaire, and an observation form, the results of the study revealed considerable improvement in terms of the students 'oral comprehension skills and their levels of willingness to communicate. The study ends with some conclusions and suggestions that can be of benefit for scientific purposes.

Keywords: dialogic education, communicative competence, willingness to communicate, EFL learners

1. Introduction

It has been well authenticated that language is a social system that has an intersubjective nature through which we organize and bring about social reality represented as language products in language classrooms. In other words, language can be understood as a dialogic process, with knowledge being viewed as a multi-faceted conversational act in which individuals should be fully engaged to develop it jointly rather than a monologist possession. This ontological supposition corresponds to the constructivist epistemological interpretation of learning believing that people use their schemata to learn and construct new understandings. Such constructivist views can be fully leveraged in the language classroom by providing instructional designs and practices that allow students to engage in dialogic learning regularly (Caughlan et al., 2013). With this in mind and drawing upon previous research, the study's goal was to explore how the concept of dialogic teaching is related to students' real interaction, engagement, and linguistic production in the speaking classroom.

Over the last four decades, dialogic teaching has grown across age groups, cultures, and settings (García-Carrión et al., 2020). It was proposed as an alternative to monological techniques on the premise that dialogical meaning-making helps learners attain higher levels of thinking. (Alexander, 2008; Littleton & Howe, 2010).

As stated by Alexander (2018), there is no consensus on what constitutes dialogic teaching. It is, however, the ability to harness the force of discourse that allows for the accumulation of many perspectives. It could be used as a qualifier to denote a pedagogy of the spoken word that is distinct while being grounded on universally recognized evidence and discourse and assumptions that have a great deal in common. It expands and stimulates learners' thinking, as well as their ability to learn and comprehend (Muhonen et al, 2016). Therefore, dialogue theorists have expanded the concept of dialogue to accentuate the dialogic nature of human reality. This means dialogue is a creative collaboration that allows new understandings and unanticipated ideas to emerge from the receiver. Therefore, the concept of dialogue is understood in this research as a much deeper notion than simply the exchange of utterances which is "…interaction (collaboration) between parties to generate a shared understanding, something deeper than knowledge transmission" (Price et al, 2013, p. 43).

Language education science and practice have recently been spurred on by dialogic education, which develops a path of inquiry into equitable researcher-practitioner cooperation in deconstructing classroom practice. It contributed to the transition in how individuals and cognitive elements were understood, including broader factors in the learning process, from an emphasis on past knowledge's mental schemata to a focus on culture, inter-subjectivity, and dialogue as vital for learning and development. In addition, Vygotsky's theory of cognitive development, which set the groundwork for language education as we conceive it today, placing social interaction at the heart of the learning and development processes, has been profoundly anchored in dialogic teaching. With his contributions, language education research has evolved from focusing on students' cognitive development as an intra-mental activity to seeing it as an inter-mental activity with a sociocultural perspective. This is a core Vygotskian notion that created our current view of language as the most significant instrument for thinking, learning, and development, which occurs on both social and cognitive levels. In other words, as per the dialogic turn, language serves as both a cultural (promotes inter-mental activity) and a psychological (promotes intra-mental activity) tool through which learners inter-think (think and create meaning together), and achieve higher mental functions that are central in cognitive

development (García-Carrión, 2020).

1.1 Understanding the Concept

Believing in such an interactive concept of dialogue allows us to emphasize that attempts to simply draw learners' attention to the structure of speech will train them to generate (rather than process) specific functional forms of dialogue, and the entire academic process will diverge to concentrate on syntactic strategies for achieving communicative outcomes. (Long, 2014). According to Ammar & Hassan (2017), engaging in a collaborative discourse about a specific issue with a different individual while speaking a foreign language corresponds to the interpersonal category of "language-speaking."

Regarding the applicability of the concept, the various difficulties associated with elements influencing the implementation of dialogic ideas in an everyday school context, such as the responsibilities of both teachers and students, as well as the predetermined objectives and content of the curriculum, are highlighted by Lefstein (2010). He emphasizes that rather than ignoring these tensions, they must be worked through to be resolved. Students do not usually engage in high-quality dialogue unless they are forced to do so and are motivated to do so. Teachers who are sensitive to their initiatives and who use discourse to give continuity and assure reciprocity are needed to help them (Myhill, 2006). They also benefit from teacher-guided involvement, which allows them to learn from one another (Rogoff, 2008).

Similarly, while there is an agreement that dialogic teaching should include a variety of teaching and learning talk patterns and approaches, authorities who encourage teachers to engage in dialogic teaching tend to characterize classroom dialogue in terms of surface features such as open questions and expected responses, which is a limited view of dialogic teaching as discourse functions. When teachers adopt a dialogic instructional stance, they should treat dialogue as a structural construct that will help classroom oracy to thrive and promote effective teaching (Al-Khresheh, 2021).

To achieve its goals, Alexander (2017) outlined five principles for dialogic education. It should be collective, reciprocal, supportive, cumulative, and purposeful. To be collective, teachers and students should tackle learning activities collaboratively, whether as a group or as a class, rather than individually. In reciprocal teaching, teachers and students can listen to one another, share ideas, and examine different points of view. Supportive classroom activities allow students to freely express their views without fear of being embarrassed by 'wrong' replies, and they assist one another in reaching shared understandings. Accumulation of knowledge and ideas is essential in dialogic teaching. This enables students to connect their ideas to logical paths of inquiry and thought. Finally, teachers should prepare and encourage dialogic instruction with specific educational objectives in mind.

The definition of Alexander (2017) and his illustrative framework mentioned earlier are quite useful for understanding the concept of dialogic education. They implicitly propose a set of modalities to promote interaction in the classroom, like whole class, group work, pair work, and individual work. Therefore, the dialogic stance in the classroom should enhance students' interaction and learning talk through dialogic turns. This is consistent with the claim that while learning to talk, students need to engage in some discourse practices including negotiating, reasoning, and narrating. (Kim & Wilkinson, 2019).

1.2 Dialogic Education and Oral Communicative Competence

The Common European Framework (CEFR) guaranteed that the assessment of language addresses five aims: mediation, translation, and interpretation, as well as oral and written interaction, reading comprehension, and listening comprehension. In this sense, it is believed to be essential to become orally competent in a foreign language via engaging in creative dialogue that supports cooperation in problem-solving and skill development. In such a joint and interactive discourse, speakers may advance their learning or develop a new and deeper understanding of a topic. The participants will then unavoidably try to comprehend one another, come to an agreement, and utilize language as a tool to mediate thinking.

Of these competencies mentioned above, oral communicative competence as explained by (van der Wilt et al. 2018) is a broad, complex, and multifaceted concept. Oral language is the first language-based competence children develop – and a prerequisite for classroom talk. It implies knowledge of syntax, morphology, and phonology, as well as the sociolinguistic competence that allows one to use language acceptably and effectively (Li, 2020).

Exploring students' oral communicative competence can help improve the quality of classroom dialogue and learning because oral communicative abilities are seen as an important mediator for self-regulation, learning, ownership, empowerment, and thinking by many people, especially sociocultural supporters (Mercer, 2008; Bonset & Hoogeveen, 2011; Whitebread & Bingham, 2013). Students' oral language abilities are also positively linked to their social participation and acceptance (van de Pol et al., 2017).

Following the work of Schiefelbusch & Pickar (1984) and Celce-Murcia (2008), we use the term oral communicative competence to refer to a speaker's ability to converse successfully and responsibly in social situations by means of an amalgamation of information, skills, and attitudes. As such, focusing solely on the systemic and formal parts of language use, such as grammar and pronunciation, is insufficient. A broader communicative focus, which requires practicing the various aspects of social interaction in meaningful activities such as classroom discourse, is also required (Embrechts et al., 2005; Celce-Murcia, 2008). As a result, we believe that teachers should pay attention to it at all ages in organized and goal-oriented ways. However, according to a recent review of empirical research on oral language education, there is still much to learn about how instructors might assist students' oral communicative abilities in the classroom through classroom discourse (Bonset & Hoogeveen; 2011; Ammar & Hassan, 2017; Li, 2020).

In the same vein, researchers have emphasized the importance of willingness that the speaker should have to foster the process of

communication. People are different in the way they talk. Some talk less and others talk more. Some are willing to talk and others are just respondents to what is offered. In all cases, talk is a vital component in interpersonal communication and relationships. Thus, increasing learners' willingness to communicate (WTC) is crucial since it is a prerequisite for the development of communicative abilities and has a significant impact on language learning in general (Darasawang & Reinders, 2021).

MacIntyre, et al. (1998) defined WTC in foreign language education as "readiness to enter into discourse at a particular time with a specific person to person, using an L2" (p.547). They proposed The WTC heuristic pyramid model in L2 which integrates psychological, linguistic, educational, and communicative factors, which are believed to influence the construct. The model proposes that the foreign language communication process is made up of six layers, (see figure 1) which include twelve variables, covering linguistic, communicative, and psychological aspects.

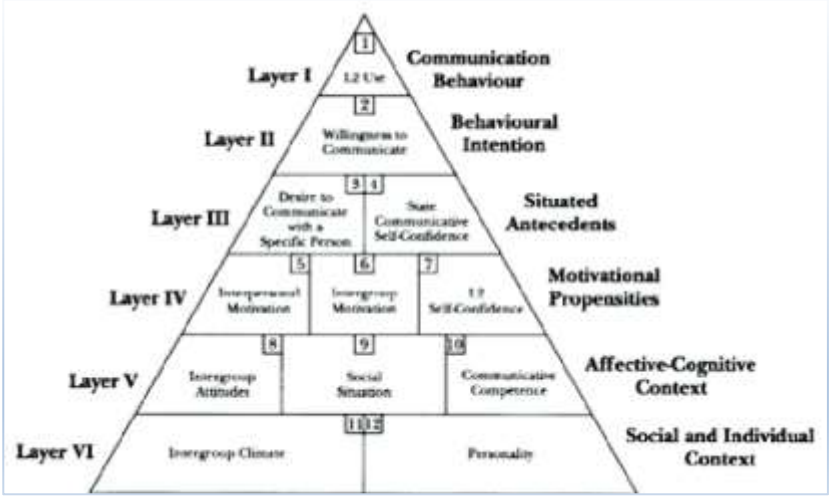

Figure 1. Maclntyre et al.'s model of WTC (1998)

The pyramid-like model with six categories or variables termed layers, as shown in the figure above, depicts the construct of WTC in L2 and the complicated interplay among the variables impacting WTC in L2. The factors that contribute to WTC are classified into two categories in this model: situational influences and enduring factors. In this concept, the first three layers are thought to have temporary effects and can be viewed as situation-specific variables. In L2, the remaining three layers are seen to have enduring effects on WTC (MacIntyre et al., 1998). The model describes the complexity of the concept of L2 use and explains WTC as a cognitive-affective construct interacting with social factors. Based on that, variables such as personality, attitude, and L2 competence have an indirect influence on WTC, while motivation and self-confidence have direct effects on WTC in an L2.

Drawing on such ideologies and previous studies, a strategy to work with EFL learners to develop both their communicative competence and the level of students' willingness to communicate in a language and translation classroom has been developed. The strategy adopts the basic principles of Alexander (2017) and the different activities incorporated in the framework provided earlier. Accordingly, the goal of this study is to add to the already existing empirical evidence by looking into the potential effects of a dialogic stance on EFL learners' oral communicative competence, while controlling for the differential effects, if any, of the extracurricular foreign language exposure contextual variable; thus addressing the following two research questions:

1. What is the effectiveness of a dialogic teaching stance in developing the EFL majors' oral communicative competence?
2. What is the effectiveness of a dialogic teaching stance in developing the EFL majors' level of willingness to communicate in classroom talk?
3. To what extent is there a relationship between students' oral communicative competence and their level of willingness to communicate in classroom talk?

2. Methodology

2.1 Design, Tools, and Procedures

The focus of the study was the learner as an essential agent in the formation of a dialogic spell and the whole class talk was the target of the study which would be analyzed here as a bounded literacy event (Bloome et al., 2004). The dataset used for the study consisted of students' interaction, involvement, and response to the 10 topics studied over 14 sessions that were observed, recorded, transcribed, and analyzed by using a five dimensions' rubric. These topics were meant to be controversial, initiative, and debatable (see appendix I). In addition, the results of a pretest-posttest, and an online questionnaire were also used to get numerical results of students' oral communication and level of willingness to communicate in the classroom. The participants of the study were all thirty female 5th-level university students studying English language and translation programs in one of the leading universities in KSA. The context of the study was digital using BlackBoard educational platform due to the university regulations. Students' identities were disguised and they all signed a consent form to

participate in the study.

The instructor utilized open, authentic inquiries and there were clearly defined structures for classroom talk. Meaning-making appeared to be a shared activity and students were comfortable sharing thoughts orally. The ease with which students engaged in the activities suggested that these types of classroom conversations were frequent occurrences.

The researcher employed an interactive holistic research design with several instruments to gain in-depth quantitative-qualitative pertinent data. The four tools utilized for such purposes were: An Oral Comprehension Test (OCT); an Analytic Rubric (AR) for the oral comprehension test; a Students' Willingness to Communicate Questionnaire (WTCQ), and a Willingness to Communicate Observation form (WTCOF). The underpinning rationale for such design was that the researcher was particularly interested in giving a thorough account of dialogic teaching in its actual context and identifying the key questions and themes that emerged from such an investigation. Using a range of tools concentrated on single issues in the study allowed for building a detailed understanding of the ideas at hand, and established a sound platform from which to explore the factors influencing the learners in greater detail (Creswell, 2014).

The researcher selected ten students to pilot the (OCT) and (WTCQ). Five genuine questions, meticulously designed by the researcher and based on the topics discussed in the sessions, were posed to the students. Depending on their level of fluency, it took each student, on average, five to ten minutes to finish the five questions. The replies from the students were recorded and analyzed using the analytic rubric (Table 1). Two weeks later, the session was repeated, and the value of the Pearson correlation coefficient was 0.86.

For the purpose of the validity assessment of the tools, ten professors and EFL supervisors who are experts in the English curriculum and instruction were requested to judge them. They were kindly requested to review the accuracy of language, content, and difficulty level, as well as to comment on and assess the instruments' instructions for clarity, as well as if the test is appropriate for the students' levels. Some modifications were made based on their suggestions that were mainly related to the difficulty level of the language used and the number of items in the test.

The final test consisted of four questions about four controversial issues on which students had to talk about in the form of a debate. Sometimes they played the role of the affirmative constructive, negative constructive, affirmative rebuttal, negative rebuttal, or just gave an outline. Students' talk was recorded and analyzed through an analytic rubric by two professors in the field. The rubric was divided into five components;

Table 1. Holistic dimensions of assessment

Dimensions	Scores
1. Pronunciation	5
2. Fluency (speaking delivery)	5
3. Grammatical range and accuracy	5
4. Topic development	10
5. Interactive communication (vocabulary, rich sentences, correct response)	5
Total	30

The assessor gave each student a score based on the above dimensions, and then the means of both scores were calculated to give a final score (see appendix II for the analytic form of the scores).

Moreover, the Students' Willingness to Communicate Questionnaire comprised of 15 sentences in which students expressed their level of willingness to communicate in the classroom talk and the reasons for their participation. The questionnaire was uploaded on the university website forms and students' answers were grouped and calculated using descriptive statistics; measures of central tendency, measures of variability, and frequency distribution. In addition, students' level of willingness to communicate was also identified through an observation form of the classroom talk, in which the class was divided into six groups to allow for group and individual presentations. Students' scores on both the questionnaire and the observation form to classroom talk were gained to give a full account of students' level of engagement.

3. Results

The first question of the study was investigating the effect of the dialogic teaching stance on developing the oral comprehension skills of the participants of the study. It was hypothesized that there were no statistical differences at 0.05 level between the mean scores of students on the pre and post-administration of the oral comprehension test. To verify this hypothesis and to answer the first question, students' scores were subjected to statistical analysis, and the results of paired sample t-test revealed that the t value was 17.02 which is a significant value $\alpha = 0.05$ in favor of the post administration of the test. Thus, the null hypothesis was rejected and the alternative hypothesis of being a significant difference $\alpha = 0.05$ level in favor of the post-administration of the test is accepted. The following table (table 2) gives a numerical explanation of this:

Table 2. Dialogic teaching and oral comprehension skills

		Mean	N.	Std. Deviation	t	df	sig
Pair 1	Pre-test	11.1333	30	1.40770	**17.02**	29	Sig. at 0.05
	Post-test	19.3667	30	2.84645			

The second research question addressed the effectiveness of the dialogic teaching stance in developing EFL students' willingness to communicate in classroom talk. To achieve this purpose, students' answered a willingness to communicate questionnaire (WTCQ). In addition, an observation form was administered (WTCOF) and students' performance was recorded on the form and transformed into

numbers for statistical analysis. A null hypothesis was posited stating that there is no significant difference $\alpha = 0.05$ level between the mean scores of students in the pre-and post-administration of the (WTCQ), or comparing to the hypothetical proposed by the researcher. The following tables (table 3 and table 4) reveal these results respectively.

Table 3. Dialogic teaching and willingness to communicate

		Mean	N	Std. Deviation	t	df	sig
Pair 1	Pre-WTCQ	11.1333	30	1.40770	.25701	29	Sig 0.05
	Post-WTCQ	19.3667	30	2.84645	.51969		

The results of paired sample t-test, presented above, revealed that there is a statistically significant difference between the mean scores of students' pre-response and post-response to the questionnaire. The t value was 2.84 which is a significant value $\alpha = 0.05$ in favor of the post-administration of the questionnaire. Thus, the null hypothesis was rejected and the alternative hypothesis of being a significant difference $\alpha = 0.05$ level in favor of the post-administration of the questionnaire is accepted.

The results were also statistically validated by the results of the observation form (WTCOF) scores obtained by students. The scores were subjected to a one-sample t-test with an 80% hypothetical mean which is regarded as the mastery level of students. The results indicated that the t value was 3.54 which is a significant value $\alpha = 0.05$. Thus, the null hypothesis was rejected, and the alternative hypothesis of having a significant difference $\alpha = 0.05$ comparing the mystery level hypothesized. The following table shows this:

Table 4. Dialogic teaching and willingness to communicate (verification)

	Mean	N.	Std. Deviation	t	df	sig
Sheet	22.0667	30	3.19410	3.54	29	Sig
Hypoth. Mean	20		0			0.05

The third research question tackled the extent to which there is a relationship between students' development in oral comprehension and their willingness to communicate with a null proposed hypothesis. The Pearson correlation coefficient was statistically used to verify this. The correlation rate was 0.612 which is a positive direct correlation between oral competence and willingness to communicate, indicating that a large value of one variable is associated with a large value of the other.

4. Discussions

The results of the study tackled three core investigations: dialogic education and oral comprehension; dialogic education and willingness to communicate; and the relationship between the three variables. Overall, the resulting data was positive and promising to denote a unified, strong, and direct relationship among the variables attempted. It is very interesting, then, to illuminate the reasons behind such results in this short period of intervention. Thus, the scope of the current discussion will cover students' performance in a speaking classroom concerning such three investigations.

4.1 Dialogic Education and Oral Proficiency

The high scores score students gained on the OCT, and the supportive data gained from the observation form on students' performance could be ascribed to the implementation of various pedagogical practices and repertoires associated with the framework of Alexander (2017) explained earlier. For the sake of discussion, such repertoires can be grouped into three practices: type of talk; learning and teaching practices of talk, and interactive scaffolding setting.

4.2 Type of Talk

By the end of the sessions allocated for dialogic teaching practices, students have completed ten cycles of the program. Each cycle is associated with a topic allied to students' interests and motivation and related in some way or another to everyday life practices. The topics covered in the ten cycles are teenagers and healthy weight, mobile phones' pros and cons, diet effects, kids' use of social media, technology, and creativity, encouraging recycling, second language study, homework debate, technology, and psychological health, and saving the environment. Such topics are meant to empower and support everyday human interaction among students either through transaction, exposition, interrogation, exploration, expression, or evaluation. Thus, the ten cycles implemented and distributed over sixteen weeks, shifted the focus to repertoires for small group and one-to-one discussion, both teacher-led and student-led, consolidating the norms and generic talk repertoires stressed in the strategy of talk. The topics covered have been of great interest to students and appealed to their attention, especially in the Saudi context.

The instructional program comprised interesting and motivating discussions and debates, which significantly increased the students' motivation to take part in the speaking exercises. As the students were required to respond to open-ended oral test questions, which required a high level of thinking to articulate suitable phrases that conveyed their ideas, this could have improved their overall performance on the post-test. Results were very encouraging as presented earlier. The types of questions raised, triggered students to use the words and structures they have learned with a better level of fluency, pronunciation, and grammar.

The nature of the tasks also has a profound influence on providing conceptual richness through verbal abundance where multiple answers may be included in a shared line of reasoning. Having no right answer makes room for more answers, and allowed more students to add their responses. This contributed to providing nuance and revealing differing views. The openness of the talk was supported by the instructor's statements, such as 'It is very exciting, how one thinks and how one is confronted', or simply his use of the word 'interesting'. By expressing interest in even unfinished or imprecise ideas, the instructor modeled a way for students to relate to each other in their talk (Gillies, 2011)

and directed attention toward the reasoning itself (Sewell et al., 2013), emphasizing that it is interesting to obtain different perspectives on a topic. Varying students' levels of proficiency helped implement such an effective technique.

4.3 Learning and Teaching Practices of Talk

Teaching talk (e.g., rote, recitation, discussion) and learning talk (the discourse practices we wanted students to acquire) were both used in the classroom (e.g., to narrate, explain, to argue). Although dialogic teaching emphasizes conversation and dialogue, traditional teaching methods such as rote, repetition, recitation, and exposition were still used and helped augment talk practice. The goal of employing such procedures was to allow students to engage in a free-flowing interchange of ideas to share information and solve problems. The use of dialogue was more structured, with guided and provoking questions to create a common understanding and scaffolding to develop student autonomy. As a result, students were engaged in the meaning-making process because they regarded themselves as responsible for the knowledge development occurring. Discussion and dialogue "have by far the greatest cognitive potential" and are "the forms of talk which are most in line with prevailing thinking on students' learning" (Alexander, 2017, p. 103). Discussions, dialogues, and debates are effective strategies and practices that give students more agency in the development of their knowledge and understanding, and they are more likely to enhance students' thinking on a particular topic or idea. (Garc á-Carri ón, et al, 2020).

In other words, those practices fostered the process of implementing dialogic teaching inside the classroom with easiness and feasibility; i.e. the reformed dialogue exercises with the discourse strategy were remarkably offered in an approachable manner utilizing a variety of real-world questions that invigorated participants to engage in the discourse, as well as the usage of an alternative assessment rating scale that stimulated students and promoted their performance in the five constituents of the speaking skill, which in turn encouraged students to participate in talking with a reduced level of anxiety. This is exactly how a student expressed her feelings about the topics and the settings of the sessions at the end saying "topics have been interesting, and the questions were very encouraging for us to speak. No fear of committing mistakes".

Additionally, such meaningful exposure to the dialogic activities gave students ample chances to acquire the different required speaking skills. During the speaking activities, the researcher strictly followed these guidelines. As a result, the students were able to monitor their progress in learning. The overlap of speaking among students was carefully controlled by the instructor and students' pronunciation process was observed and written down by the instructor for data analysis. Additionally, dialogic education gave students the chance to use new vocabulary and grammatical constructions in their day-to-day activities both inside and outside of the classroom, which aided in the integration of their language abilities. The students' enthusiastic engagement and excitement for speaking English was observed in speaking and non-speaking classes. Teachers, students, and even parents noticed them speaking English spontaneously both inside and outside of the classroom, which is proof of the value and success of the conversation technique. Such valuable information was reported by some teachers and parents themselves to the instructor.

More importantly, the researcher was very careful from the beginning to develop speaking activities similar to those in the Interactions book, listed in their study levels, to be relevant and compatible with students' academic study and their actual preferences. As a result, the dialogue strategy encouraged students to speak more intently, become more accustomed to using oral skills in their daily activities, and keep an eye on their classmates' speaking assignments in order to improve their own speaking abilities.

Furthermore, dialogic education reduced the amount of time the teacher spoke and increased the amount of time allocated for student conversation and engagement. Because of this, dialogic education gave students the opportunity to practice speaking the language regardless of their grammatical errors, word choices, or pronunciation. It was discovered that addressing students' needs, preferences, beliefs, and dispositions could drive them to perform better. Students were no longer hesitant or timid to participate in speaking exercises in class as a result.

4.4 Interactive Scaffolded Setting

One of the primary pedagogical considerations is developing a supportive, stimulating classroom environment. To ensure greater learning and avoid any unwanted learning behaviors, EFL stakeholders should be conscious of this issue. For students to practice what they had learned in the different linguistic areas, the principles and repertoires of the dialogic teaching strategy supported the development of an active, interactive, and productive learning environment, in which the participants were highly encouraged to participate and interact with their colleagues. It was believed that the peaceful, comfortable, and encouraging learning environment gave students suitable and practical opportunities for collaborative communication and thus their learning opportunities were scaffolded. The setting provided for talking practice supported learning where participants shared information, invited contributions from others, built on each other's speech, debated each other, and sought to synthesize information to develop meaningful connections (Hennessy et al., 2016; Howe et al., 2019). Thus, it can be argued that the findings showed that dialogic teaching gave students the best opportunities by fostering a different learning environment through group projects, easing social tensions between the students and their teacher, and using real-world learning resources like student-shared knowledge and pictures. The findings of this study support some relevant studies on the impact of dialogic instruction on oral comprehension. For instance, Barekat & Mohammadi (2014); Lefstein & Snell (2014); Sedlacek & Sedova (2017), and Nouri et al. (2018) revealed that dialogic discourse benefits both students' participation and quality learning. It increased the amount of students' talk with thought and reasoning. Moreover, (Mohammed-Elhassan & Adam, 2017 and Niknezhad, Khodareza, & Heidar, 2020) revealed that dialogic teaching prompts to advance speaking skills together with critical thinking. In addition, dialogic teaching has been reported to increase students' talk and reasoning (Sedlacek & Sedova, 2017), communicative competence (Liubashenko & Kornieva, 2019), and questioning and

discussion in small groups (Davies & Meissel, 2017).

4.5 Dialogic Education and Willingness to Communicate (The Relationship)

On the other hand, the results of the study delineated that willingness to communicate has been proven to have a positive linear relationship with dialogic teaching and the development of oral competence. Based on the model of MacIntyre et al. (1998), there are different cognitive and psychological factors interacting with the social setting and interacting with the construct, and believing in a socio-constructivist approach, several cognitive, social, and psychological reasons can be cited to have the aforementioned results.

First, the students exhibited more self-assurance when speaking in a group language-learning activity. The five key components that mediate successful cooperative learning in the EFL context were evident during the teaching and learning process. These include: establishing positive interdependence among group members; facilitating provocative interaction; encouraging individual accountability; explicitly teaching the appropriate social skills; and, encouraging groups to reflect on both the processes involved in managing the task and interacting with their peers (Ehsan et el, 2019). In comparison to other settings in which students were compelled to demonstrate their English skills, such as speaking in front of the entire classroom, they felt more confident speaking in a group activity with fewer individuals (six students in the current context). The finding is in line with a study by (Lahuerta, 2014), which revealed that learners prefer to be in a group of three or four individuals because it allows them to speak as well as listen, and it also encourages them to help each other during the learning process. When talking with the entire class, however, the learners are likely to experience a loss of self-confidence.

rend.

Regarding the orientations of the topics, students were more willing to discuss topics that are culturally familiar or related to the L2 language. The issue of integrativenss or cultural motivation is of importance here. Students appear to be willing to address the issue of L2 community and culture as long as they have a sufficient base of information on the subject. This finding is consistent with those of Eddy (2015) and Khatibi & Zakeri (2014), who discovered that task-related criteria like selecting appropriate topics for students' level of experience had a substantial impact on students' WTC. Issues of cultural habits and traditions, and the difference between the old and the new generations have been of great interest to them which in turn increased the level of confidence to be engaged in talking.

One important issue was that off-instruction communication. It was also observed that students were still willing to communicate with their colleagues using the target language without formal instruction or a request from the teacher. It became evident that students' self-awareness of developing their communicative skills and learning autonomously was not merely due to the teacher's instruction.

5. Conclusions and Implications

This study provides insight into dialogue-supported environments that can inform teachers across subjects and across classrooms whose students are studying English as a foreign language. The findings revealed that dialogic instruction had a positive impact on both the students' spoken communication comprehension and their willingness to interact with others. Taking into consideration the preceding discussion of the results of the study, it is concluded that the implementation of dialogic teaching has proven the development in the five components of oral communicative competence (fluency, pronunciation, grammar, vocabulary, and content). This could be credited to the following aspects:

Generally, this study has demonstrated how some conditions triggered the learners' willingness to communicate using the target language. First, being a member of a group with an ample number encouraged most of the learners to talk rather than in a whole-class discussion. Second, the learners had a high level of willingness to communicate when dealing with integrative orientation through which their knowledge repertoire about and familiarity with the learned topics strongly influences their WTC. Third, the unsupportive sitting position has been one-factor impacting learners' WTC in the situational setting. Similarly, the small group setting enabled students to ask their peers to correct their linguistic mistakes like grammar or pronunciation rather than asking the teacher to do so. Fourth, WTC in off-instruction communication was impacted by students' self-awareness and familiarity with the interlocutor. The students appeared willing to converse in English without the guidance of the teacher as long as their interlocutors were not strangers or were familiar with them.

Furthermore, the study also showed how different dialogic practices serve different functions and work together, as well as how concept development emerges through classroom talk. Further, it demonstrates how a teacher's active engagement with students' ideas is paramount to supporting dialogic reasoning. This kind of engagement is crucial for the teacher to be able to decide when to allow students to elaborate and explore and when to keep their contributions limited to more authoritative lines of reasoning.

An obvious limitation of this study is that it is restricted to one group for a limited time. However, such close studies are necessary to understand new practices. In this study, we investigated how a teacher included dialogic teaching for developing oral communicative competence. The employment of dialogic education does not necessitate any specific amenities, therefore other research may examine dialogic teaching in other settings, with various learners, and in various language systems and for different purposes such as developing students' intrinsic motivation by addressing their needs, preferences, and proficiency levels.

More importantly, curriculum designers and planners need to give oral comprehension proficiency their full attention if they want to improve students' overall English abilities. To help EFL students and teachers understand the importance of speaking ability in learning English, it is necessary to integrate speaking into teaching, learning, and testing.

A replica of this study is also encouraged and researchers can conduct other similar empirical studies in real situations to investigate the

influence of dialogic teaching on the oracy skill over a longer time with other broader EFL contexts. They can compare their results, then, with the results obtained in the current study.

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Appendix I.

Topics used for oral classroom talk and assessment:

1. What can be done to assist teenagers in maintaining a healthy weight?
2. Influences of mobile phones: pros and cons
3. What are the effects of diets?
4. Pros and cons of allowing kids to use social media
5. Is technology limiting creativity?
6. How can colleges encourage recycling?
7. Which second languages are worth studying today?
8. Is homework helpful or harmful to students?
9. Does technology make people feel alone?
10. How can students add up to the saving of the environment?

Appendix II.

Student Oral Assessment Form

Student name:	**Student No.**							
Analytic Dimensions of Assessment	**Scores**	**Student scores**						
1. Pronunciation	**5**							
2. Fluency (speaking delivery)	**5**							
3. Grammatical range and accuracy	**10**							
4. Topic development	**20**	**3**	**3**	**3**	**3**	**3**	**3**	**2**
	Q Total							
5. Interactive communication	**10**	**Vocabulary (4)**		**Rich sentences (3)**		**Correct response (3)**		
	Q Total							
Total for all the Questions	**50**							