Dialogic Teaching: Boosting Learner Agency in English Language Teaching (ELT) Classrooms

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ABSTRACT

This study explores how Bakhtin's dialogism is employed to design a dialogical model that helps promote learner agency in language learning classrooms. Dialogism implies that human discourse is essentially interactive and that individuals construct their understanding in a constant exchange of utterances. The study promotes recognition of individual differences and the dynamic nature of learning in dialogical educational models and shows how active learning outpaces rigid educational policies. It proposes incorporating Bakhtin's dialogism into second language learning to counter conventional monologue-based teaching practices. In this context, learners are encouraged to take ownership of their own learning and construct knowledge through effective dialogue and critical inquiry. The exploratory inquiry involved a mixed-method design to gather data, including structured interviews with 23 teachers and detailed class observations of 18 teachers in the Kurdistan Region. Thematic analysis of observation and transcript data, segmented on a spreadsheet, involved in-depth qualitative analysis, coding and categorization. The results revealed five challenges teachers face in dialogic classrooms as well as four main strategies teachers use to enhance student-learner agency. This study promotes a seismic shift in educational attitudes about language learning and highlights a balanced re-distribution of responsibility among various educational stakeholders. The unique culture of each classroom needs to foster learner agency so that learners invest their attention in learning. The study suggests that the dialogical model is integral to personal evolution and identity development, working alongside factors like beliefs and talents.

KEY WORDS: Dialogic Teaching, Polyphony, Translanguaging, Monologist, English as a second language.

1. INTRODUCTION

This study examines the implementation of dialogic teaching to enhance English language acquisition among learners, particularly focusing on learner agency in language learning classrooms. The researchers imply that teaching English as a second language (ESL) presents a number of challenges for teachers. Nowadays, dialogic teaching offers a valuable method for evolving interaction and engagement in the classroom. This is viewing it as a transformative tool that can reshape teaching practices and influence socio-cultural practices.

The study indicates how Kurdish teachers in Iraq's Kurdistan Region (KRI) adopted a more dynamic classroom learning environment by incorporating dialogic pedagogies. The researchers give a rapid body of current literature that shows how, during the past 40 years, primarily in the last few years, the importance of classroom discourse in academic achievement has become prominent. They reference a "study showing that dialogic teaching can significantly progress language learning outcomes by establishing deeper connections between students" (Bakhtin, 2013, p.23). The study uses a mixed method to assess dialogic teaching's challenges and accomplishments. Through this method, a deeper understanding of classroom dynamics and student engagement can be achieved.

The study's first research question findings provide obstacles to assessing the challenges teachers have when applying dialogic teaching practices in implementation. It contains challenges with managing the classroom, differences in the skill levels of the students, and unwillingness to progress from conventional teaching

techniques. The second question explores for techniques that teachers use to increase student autonomy in the classroom under the guidance of dialogical teaching. This involves motivating students to participate in their education actively and feel in control of their learning. A significant problem for teachers is their inability to motivate students effectively in the classroom. This study proposes to enhance the dialogue on successful ESL teaching methods by assessing the advantages of dialogic teaching, deliberating the strategies and difficulties associated with it. The research aims to propose knowledge that can inform teaching strategies and encourage language development in diverse classroom atmospheres. In conclusion, the results and recommendations aim to help teachers optimize their methods to create a more welcoming and engaged learning environment. The researchers hastily deliberate on the findings, suggestions, assumptions, and recommendations. This study is guided by the following research questions:

1. What challenges do the teachers face when they use dialogic teaching in the classroom?

2. Informed by the dialogical perspective, what strategies do teachers employ to optimize interactive communication and learner agency?

2. LITERATURE REVIEW

2.1. Dialogism

In Bakhtin's analysis, particularly in problems of Dostoevsky's poetics, he introduces the concept of polyphony to underline the richness of multiple voices within a narrative. This polyphonic structure challenges the dominance of a singular authoritative voice, instead promoting a dialogue among diverse perspectives. Bakhtin critiques traditional hierarchies in discourse, questioning who speaks and how authority is distributed among various voices. He argues that Dostoevsky exemplifies this dialogism through his characters, each possessing distinct ideological standpoints and voices that interact dynamically within the text. This multiplicity is not merely for stylistic effect; it reflects a deeper philosophical stance against monologism, the idea that one voice or perspective can claim ultimate truth.

Instead, Bakhtin sees the novel as a form that captures this complexity, thriving on its "multiform in style and variform in speech " (Bakhtin & Emerson, 2013, p.43). By focusing on the interplay of voices, Bakhtin elevates the novel as a site of ideological conflict and coexistence, where characters' individualities contribute to a richer, more nuanced discourse. This dialogic "framework shapes literary criticism and influences broader

discussions about authority, identity, and the nature of truth in various cultural contexts" (Bakhtin, 2013, p.28). In defending the novel's unique position in literature, Bakhtin contrasts it with poetry, emphasising the "authentic nature of artistic prose" (260-1). He critiques poetry for its often more monologic tendencies while elevating the novel as a form that thrives on its stylistic diversity. According to Bakhtin (2013), the novel contains five unique yet related "heterogeneous stylistic unities" that all add to its depth: "(l) Direct authorial literary-artistic narration (in all its varied ways); (2) Stylization of the different kinds of oral everyday narration (scan); (3) Stylization of the different kinds of semi-literacy (written) everyday narration (letter, diary, etc.); (4) Various types of literary but extra-artistic authorial speech (moral, philosophical, ethnographic, and memoranda); (5) The stylistically customized speech of characters" (p. 262).

This, however, creates a significant shift in literary technique where narrative authority is distributed and characters' voices take on greater autonomy. This diversity not only reflects the complexity of human experience but also challenges traditional notions of a singular, authoritative narrative. This creates a dynamic literary landscape where multiple perspectives coexist, enriching the text and alluring readers to engage with a broader spectrum of meanings. Bakhtin states that even within "fully formed and unitary [italics in the original]" languages such as Latin and Greek with established monoglottic histories, one can find a wealth of linguistic resources that deny the existence of single "xenoglossia" (Denscombe,2010, p. 61). In this respect, "parodic and travestying forms," particularly found in folk, manifest varieties that challenge the authority of a Molossia with their respective authority. It is indeed through the constant "linguistic stratification and differentiation" that variety is created even in macroglossia" (Fogle, 2018, p. 67). Bakhtin's concept of dialogism in literature, particularly in the context of Dostoevsky's work. The idea that multiple voices contribute to the narrative creates a rich tapestry of perspectives, allowing for a more nuanced exploration of themes and characters.

Each voice holds intrinsic value, highlighting that no single perspective dominates the narrative. In this framework, the researcher becomes a facilitator rather than a dictator of meaning, inviting readers to engage with the text collaboratively.

This approach deepens the reader's experience and reflects the complexities of real-life dialogue, where agreement and disagreement coexist. By situating the narrative within a web of ideologies, the novel transcends a monolithic viewpoint, fostering a dynamic interaction among characters and between the text and its audience. Ultimately, this dialogical structure enriches the

storytelling process, encouraging readers to appreciate the diversity of human experience. Furthermore, Bakhtin's distinction between dialogue and rhetoric is foundational to understanding how voices and perspectives interact in communication. In his view, dialogue is a dynamic and mutual exchange that embraces a variety of views, where each participant's perspective is acknowledged and engaged. This creates a space for genuine interaction, where meaning is co-created and evolves through the interplay of differing viewpoints. "In rhetoric, there are those who are right and others who are guilty; the opponent is entirely defeated and destroyed" (Bakhtin 2013, p.174). The elimination of the opponent in a dialogue likewise destroys the dialogic space where discourse takes place. This range is extremely "brittle and easily destroyed (the slightest violence is sufficient, the slightest reference to authority, etc.)" (Bakhtin 2013, p.176).

In discourse, there is no winner or loser. Victory is achieved by rhetoric, and the ongoing voicing of beliefs prevents the extinction of voices. The exploration of discourse and heteroglossia dives deep into the dynamics of voice and meaning within texts. The importance of maintaining a multiplicity of perspectives, arguing against the dominance of a singular authorial voice. This idea of dialogical heteroglossia highlights how diverse ideologies can coexist and challenge the monolithic narratives that often suppress alternative viewpoints. Intrinsically, researchers resist the reduction of complex experiences into an extraordinary consciousness by fostering a polyphonic dialogue. This resistance is crucial for preserving the prosperity of human expression and ensuring that marginalized voices are not rendered extraneous. It highlights the need for a collaborative understanding of meaning, where multiple interpretations can thrive without succumbing to the pressures of conformity.

Nonetheless, this section highlighted that language is a dynamic system that changes as a result of interpersonal interactions rather than being a static entity. According to Bakhtin's (2013) definition, "dialogism promotes diversity of voice, enabling characters or individuals to simply communicate their viewpoints and work together to create meaning" (p.34). The world around us is "dynamic," alive, and a witness to things that are "still coming into being" (Shotter, 2008, p. 501). In this regard, dialogism differs from dialectics, which frequently concentrates on assessing truth and examining explicit meanings. Conversely, dialogism encourages a deeper, more fluid interaction between language and reality, where meaning is jointly produced and ever-changing. The reference to "pedestrian students" debating

rhetorically points to a teaching strategy that honours a variety of viewpoints and critical thought" (Kerkhof, 2015, p.44). This type of teaching encourages students to become more authoritative and conscious, in addition to acquiring knowledge, allowing them to actively engage in the conversation that forms their worldview.

2.2 Learner Agency

Students must take charge of and understand their place in the process of learning. It is also necessary for them to ascertain their learning styles and aptitudes. They need to be inspired and given a sense of control over their education through encouragement. This motivates them to investigate their unique educational requirements and interests. Nevertheless, agentive learners are aware of what they want to learn. Moreover, they exhibit mastery and control over their learning process, indicating a high belief in their abilities. They could also think about how they can accomplish their goals. Metacognition and grit help students identify the underlying mechanisms and processes that drive the learning of new knowledge. According to Yeager, D. S., & Dweck, C. S. (2012), this has to do a lot with "resilience" to overcome challenges that persist in "school and life". Therefore, learners who have developed an understanding of paradigm shift can manage to develop "intellectual abilities and qualities" through perseverance and resilience (302). Consequently, students will see that they have the ability to change their lives and study habits, which also motivates the development of emotional self-regulation skills. According to Thompson (quoted in "agency is the capacity to act in the world" (p. 62). Learner agency can be an effective factor in developing language skills (Miller & Gkonou, 2018).

Additionally, the researchers of this study claimed that active students are agentive and show high levels of consciousness in their learning environments. They dynamically "shape the interactional contexts" in which they learn. (Fogle, 2012, p. 21). Moreover, the agency is a process with strong acculturation and "interactional" dimensions (Fogle, 2012, p. 26). Agency, in the words of Al Zidjaly (2009), is a "collective process" that is fully constructed using "linguistic and non-linguistic mediational means." Exchanges of various "roles" and "tasks" occur during this process (p. 178). Students' approaches to learning a second language are influenced by the social experiences they have had. Individuals who possess greater agency are inclined to actively seek out and participate in significant interactions with society. Thus, agency fosters intrinsic motivation, encouraging students to take risks and practice the language in real-life contexts.

This active engagement is essential for developing fluency. By acknowledging "the role of agency in second language learning, educators can create supportive environments that encourage learners to leverage their social experiences and actively engage in the learning process" (Fogle, 2012, p. 27). Lastly, according to Muramatsu (2018), adopting an all-encompassing strategy can result in more fruitful and satisfying language learning experiences (p.89).

2.3 Learner agency in the classroom

Every type of agency is dynamic and necessitates actions that can initiate collaboration and engagement in the classroom. According to (Miller & Gkonou, 2018, p.27), "a safer learning environment can be established by recognizing and resolving potential barriers, such as a lack of fear of being judged. It is crucial to acknowledge the important function emotions play in learning". Learner agency can be actively revived by educators and educational professionals whose pedagogical stance is based on motivating students with a self-centered drive to learn. Additionally, Kane stated that "we can lower these filters and increase students' receptivity to new information by fostering a supportive environment where they feel valued and respected" (Kane,2017, p.67). Respecting each person's unique learning path can increase self-confidence and engagement. The emergence of new technology has changed the educational environment by making it possible for more individualized and flexible learning experiences. Currently, learners can interact with teachers and peers on a variety of platforms, encouraging agency and teamwork.

This change makes it possible to create varied learning settings where people may follow their passions, get resources, and get individualized help. According to Hase (2020), "we are seeing a more dynamic and inclusive approach to education that empowers learners to take charge of their journeys" by departing from conventional institutions (p. 64). Learner agency can be developed in a variety of ways and at several stages of development. As stated earlier, "the concept of the agency should not be limited to higher education models only" (Muramatsu, 2018, p.91). The incorporation of learner agency within pedagogy, andragogy, and instructional techniques makes sense given its associative diversity. By incorporating learner agency into instructional strategies, teachers can create a space where students actively participate in their learning environments by utilizing their passions and skills. This method improves the teaching process by valuing learners' autonomy while promoting cooperation and communication. It promotes

a dynamic interaction between learners and their surroundings, challenging conventional approaches that could place more emphasis on consistency and conformity.

Nevertheless, understanding pedagogy and learner agency is essential to constructing contemporary teaching methods by giving learners the freedom to plan and direct their education actively. Encourage motivation and ownership to greatly improve learning results (Hase, 2020, p.92). It acknowledges that learners are active participants who contribute their experiences and distinct viewpoints to the learning process rather than only being passive information consumers. Lastly, effective teaching requires attending to the "various requirements of pupils, including language, socioeconomic, sociocultural, physical, and cognitive needs. All of these factors can be accommodated in inclusive learning settings using innovative pedagogical approaches" (Moriya, Reimann, Moriya, & Sato, 2020, p. 84).

2.2. Learner Agency Paradigm

Furthermore," it is proposed that the agency is essential in encouraging learners to seek assistance when necessary" (Hase, 2020, p. 87). The concept of learner agency highlights how crucial it is to provide learners the freedom to direct their education. Learners who possess agency actively participate in decision-making, establish personal objectives, and interact with their learning settings. The roles of all participants, not just the learners, must be acknowledged to define the context of learning ecologies suitably.

"By interacting with teachers, textbooks, instructional designers, and their classmates, active learners create a dynamic learning environment" (Gebre & Polman, 2020, p.374). The COVID-19 pandemic made online classes an obligation. This has reformed the condition of learner agency (Prakasha, Sarah, & Hemalathaa, 2020). This has shaped opportunities for further exploring flipped learning. "Learners' academic performance is shown to be enhanced in ecologies that promote flipped learning" (Noriey & Javanmiri, 2021, p.7). Learner agency is an important theme in networked learning theories (Dohn, Ryberg, De Laat, & Jandrj, 2020). In the present research, the authors expand the learning ecologies to include all the situations in which learners exist, thus turning these ecologies predominantly into learning occasions. "Teachers will be agentive guides (co-agents) who help with successful and intrinsic learning. Lastly, it needs to be a conversation in which no one uses the "slightest violence" (M. Bakhtin & Emerson, 2013, p. 99).

3. RESEARCH METHODS AND METHODOLOGY

3.1. Research Methodology

A mixed-methods approach was used to investigate the recognized claim for learners to obey educational system regulations and standardized teaching methods. The method used integrated qualitative and quantitative techniques to answer the study's two primary research questions. A comprehensive understanding of learners' experiences and perspectives on different instructional frameworks was facilitated by observations and interviews. The researchers in this study strongly support those qualitative methods represent an evolving ontology that enriches our understanding of educational phenomena.

3.2. Method of Data Collection

Researchers observed 18 educators in the Kurdistan Region of Iraq (KRI) and conducted structured interviews with 23 teachers from five high schools to explore the research questions. After reviewing the transcripts as they were recorded and annotating them, the interviews were subjected to a qualitative analysis. Using an Excel spreadsheet, they first envisioned the data before segmenting it to examine the segments and report the findings of their observations. According to Noriey (2019), "a structured interview is a method for gathering data about a subject that relies on asking questions in a particular order. It frequently has a qualitative element" (p.6). Furthermore, researchers can perform structured interviews with a variety of approachable people. For instance, this study's researchers conducted a face-to-face method.

First, it increases the likelihood of hiring the best candidates, encourages diversity and inclusion, and assists researchers in adhering to regulations. Second, it facilitates the comparison of participants' opinions on the subject. 18 researchers observed the teachers in this study to evaluate what was happening in the classroom. Seeing actions in their natural setting, or as they often happen, helps the participants understand the activity or circumstance being studied. "This method of qualitative analysis is known as observation", as stated by Noriey (2021, p.37).

3.3. Qualitative Phase

As stated by Thomas (2012), "the most popular method for collecting qualitative data is the structured interview, which is employed in focus groups, grounded theory, and interviews" (p.76). The researchers of this study considered that a structured interview provided them with opportunities to uncover, in-depth, topics that are unique to the participants' experiences, shedding light on how various phenomena of inquiry are experienced and asserted. However, it can be used to gain in-depth knowledge about a subject. The researchers devised 13 formal questions, 8 of which were open-ended and 5 of which were closed.

3.4. Interview Questions and Analysis

Brown (2005) states that the process of qualitative data analysis entails methodically classifying and analyzing descriptive information obtained from interviews (p. 19). To evaluate the interview data for this study, the researchers used a six-step procedure:

1) Transcription: After listening to the recorded interviews, write down the transcripts.
2) Conceptualization: create ideas from the data.
3) Interpretation: determine meaning by interpreting the transcripts.
4) Analysis: Examine these works for trends and revelations.
5) Data Structuring: assemble the information into logical segments.
6) Reporting: compose the analysis findings.

The study gave each participant a unique code, ranging from A-1 to A-23, to maintain secrecy and take ethnic concerns into account. Look at Table 2 below.

3.5. Observations and Analysis

This section uses the value of observation in the study, especially in the natural sciences, and the significance of context in data processing. Brown (2005) defined observation as "in natural or social sciences, the act or instance of observing or experiencing something, as well as the gathering of information from a primary source." In the real world, the senses are utilized for observation (p.39). The study's researchers took into account the circumstances being observed by the participants, the situation, the task, the location, and the goal of the observation. Researchers must analyze data in context to have a deeper understanding of the subtleties and complexity involved. Researchers can reduce the possibility of misunderstanding or oversimplification by producing more accurate findings and insights by spotting patterns, themes, and linkages.

In contrast, each participant was given a unique code, ranging from B-1 to B-18, as part of the study to maintain confidentiality and consider ethnic variety. While enabling data analysis, this method protects individual identities. Dialogic teaching has been implemented in this study and graded using a structured table. Table 1 outlines the grading system, with 1 denoting poor and 5 denoting exceptional. This includes a legend and a

grading table for educators to give clear instructions on how to evaluate the results.

1) Poor: needs major enhancements.
2) Fair: noticeable room for development
3) Good: meets basic standards
4) Very good: works well
5) Excellent: outstanding effectiveness

Table 1

Observations and Analysis

Educators	Review Section	Observation	Study Visits by Researchers	Grades
Educator 1 (B1)	Subject Matter	1	1	2
Educator 2 (B2)	Relationship	1	1	3
Educator 3 (B3)	Classroom Management		1	4
Educator 4 (B4)	Teaching Methods	1	1	1
Educator 5 (B5)			1	3
Educator 6 (B6)	Learning Outcomes	1	1	3
Educator 7 (B7)	Demonstration	1	1	4
Educator 8 (B8)	Physical Appearance	1	1	2
Educator 9 (B9)	English Language Capacity	1		2
Educator 10 (B10)		1	1	3
Educator 11 (B11)	Initial Thoughts	1	1	3
Educator 12 (B12)	Quality of Dialogue	1		5
Educator 13 (B13)	Quality of Dialogue	1	1	4
Educator 14 (B14)	Learner Agency	1	1	1
Educator 15 (B15)	Clarity of Instruction		1	1
Educator 16 (B16)	Feedback Mechanisms	1		2
Educator 17 (B17)			1	2
Educator 18 (B18)	Adaptability of Strategies	1	1	2

3.6. Validity and Reliability

As noted by Noriey (2021), three critical issues in the reliability of structured interviews in qualitative research are reliability, bias, and validity (pp. 38-52). According to Robson (2002), reliability in qualitative research is contingent upon "being thorough, careful, and honest in carrying out the research" (p. 176). Several practical facets of the interviewing process, especially the creation of interview questions, are affected by this reliability. In their interviews with 23 participants, the researchers used a combination of closed-ended and open-ended questions. Several tactics are proposed by Robson (2002) to address "validity, such as member verification, peer debriefing, involvement, and negative case analysis" (p.62).

3.7. Research Design

For the research design in this study, the researchers developed the figure below, which is similar to the framework proposed by Professor Martyn Denscombe (2010, p. 25). The study design concerning the main research topics is depicted in the figure, which also makes clear the tools that will be utilized for data collection and analysis.
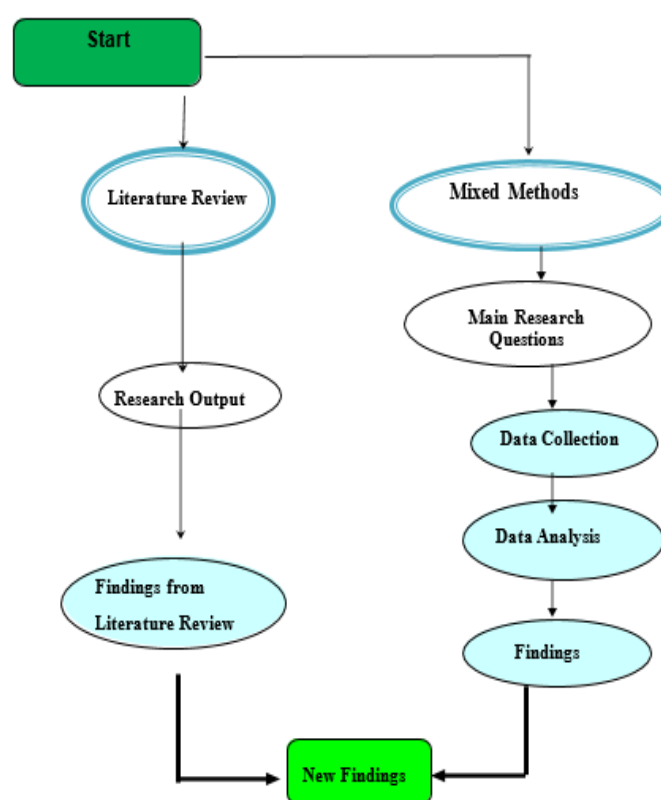

Figure 1
Research Design Developed by Professor Denscombe

4. FINDINGS AND DISCUSSION

4.1. The Findings

According to the results, a lot of teachers indicate they feel unprepared to use dialogic teaching techniques. The findings in this study focused on boosting learner agency, such as students showing increased autonomy and increasingly taking initiative in their learning, often making decisions about how to

approach tasks with confidence despite the challenges.

Moreover, this study presented that despite occasional setbacks or moments of uncertainty, students remained motivated and often demonstrated persistence in completing tasks. Reliance on conventional teaching techniques, students' autonomy seemed to fuel intrinsic motivation, engagement was not limited to high-performing students, but spread across varying ability levels. Thus, the effectiveness of dialogic teaching improves learner agency that making learners appear more comfortable working independently or expressing a sense of pride in their ability to manage complex tasks. Teachers' capacity to use dialogic approaches may be restricted by rigid curriculum and assessment pressures, which frequently place a higher priority on delivering content. Time constraints can cause teachers to feel under pressure, which makes it challenging to provide opportunities for discussion and involvement during lessons. The interview and observational data analysis highlight the difficulties in implementing dialogic teaching in ESL classes. At **first**, encountering challenges leads to a vicious loop in which educators are less inclined to use dialogic methods, hence impeding students' chances to acquire spoken information and phonological awareness. **Second**, students can practice the language in circumstances that are relevant to them because dialogic instruction promotes active engagement. Better vocabulary usage, pronunciation, and general language proficiency can result from this. **Third**, teachers who participate in professional development programs highlighting dialogic tactics might get the necessary skills and confidence. Lastly, supporting curricula that allow for flexibility in interactive learning could enable educators to use dialogic teaching without feeling bound by the demands of assessments. To answer the two main questions, the following research questions will be guided and responded to.

4.2 Analysis of the First Research Question

What are the challenges for teachers when they use dialogic teaching in the classroom?

The responses provided by participants to this study's questions were highly intriguing because they related to the literature review. **First**, the majority of respondents (20 out of 23) (43%) were cited collectively. This is an original approach to curriculum design that makes the process of learning more visible throughout entire school communities, hence ensuring the persistence of such problems. According to Thomas (2012), "the term 'collective teaching"

describes how groups of teachers have more influence than individual teachers and how classroom practitioners, not administrators or outside teachers, are more knowledgeable" (p.18).

Similarly, A-16-A-15, A-18, A-9 and B-1, B-3, B-4, and B-12 added that "we can use collective teacher efficacy, and it is the collective belief of teachers in their ability to positively affect students". "Our team-teacher cannot work together," remarked A-12, nevertheless a team teaching can be defined as a group of two or more instructors working together to organize, conduct, and assess learning activities for the same group of pupils. A-9 agreed with A-12 that this is a significant difficulty because group teaching does not work in our culture.

A-19, on the other hand, indicated that communal teaching empowers teachers in another way since individuals who share information may work productively together. Ultimately, Thomas (2012) stated, "research has demonstrated that in schools where there is a high degree of collective efficacy, teachers display a positive attitude toward professional development" (p.28). Furthermore, A-10 remarked that this is difficult for teachers because we are not a collective, and it demonstrates a deeper application of evidence-based instructional practices with an emphasis on academic accomplishment. A-7, B-2, B-5, B-3, B-6, and A-9 determined that we do not address learning tasks coupled with learning English as a second language. Finally, A-12, A-22, A-23, A-11, A-17, A-19, A-16 and B-12, B-17, B-10, and B-8 stated that when we do not use communal teaching in a second language learning context, it impacts both lecture-style teaching and prevailing educational paradigms.
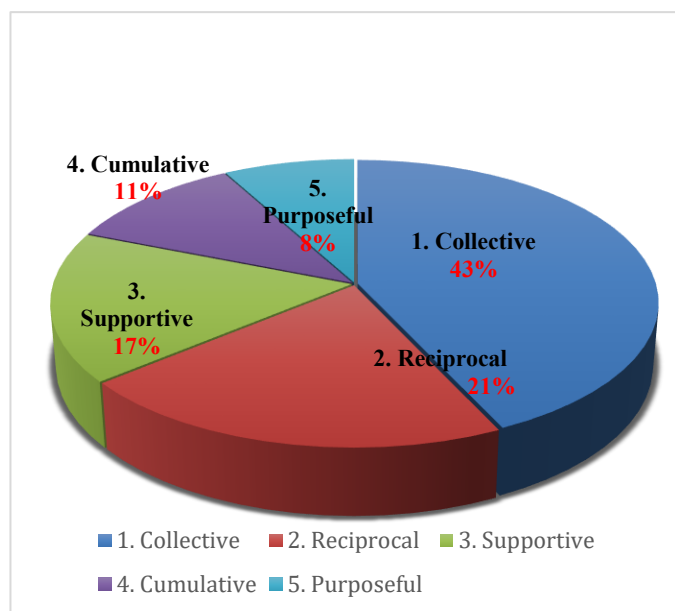
Figure 2. The Five Main Challenges of Teaching Use Dialogic Teaching

Second, the majority of participants (18 out of 23) (21%) highlighted reciprocity as a secondary problem. This challenge refers to a learning exercise in which students take on the role of teacher in small group reading sessions. A-17, A-21, A-23, A-18 and B-12, B-13, and B-17 stated that as a lecturer or teacher, we could simply explain that we are impacted by reciprocal teaching, which then helps students learn to team-group or collaborate and have conversations utilizing four strategies: question generating, summarizing, clarifying, and predicting. However, A-13 noted that group reading is an example of reciprocal teaching, which implies that a teacher will divide students into groups of four and assign each student one of the following roles: recap, questions, illumine, and prophecy.

Lastly, students read as a group and complete the activities as a group. A-11, A-16, A-18, B-17, B-9, B-2, B-3, and B-8 discussed implementing reciprocal teaching as a reading practice in reading and writing classes and using scaffolding discourse between a teacher and group teams with each other to improve and encourage comprehension. Furthermore, A-10 said that math has to do with teaching approaches. This flexibility can lead to a deeper engagement with the material, as students feel more invested in their learning process. It also encourages collaboration, as students share their unique approaches and learn from one another.

Third, one of the most intriguing aspects of this discovery is the presence of supporting professors. As

indicated in Figure 2, respondents (13 out of 23, or 17%) have stated support as a third challenge. A-8 remarked that teachers perceived supporting talk as (1) academic talk and (2) the basis for interchange, because we do not have these. A-6 agreed on the similarities that if we don't have the supportive conversation of students supporting each other, we won't obtain the interchange approach. Furthermore, A-5, A-6, A-8, and B-4, B-9 agreed that designated supporting discussion is a talk in which all students can engage. A-18, conversely, noted that participants express their thoughts freely, without embarrassment over incorrect responses, and they assist one another in reaching shared understandings. A-12 and A-15 teachers both underlined the importance of a safe classroom atmosphere in influencing students' active engagement, which is closer to the A-14 definition of collective than supportive.

The **fourth** challenge is cumulative, as evidenced by (9 out of 23) participants mentioning it and (11%), as seen in Figure 2 above. The findings are interesting since cumulative teaching is based on arranging learning activities, the importance of comprehending each task, and a cumulative review after each new work is completed. A-3 confirmed this by stating that when teaching ESL, I provided numerous applications such as text reading, word attack learning, and sight vocabulary. A-6 agreed with A-3, stating that he had several students who needed to be able to decode words with more than one spelling for a sound because they appear in every text they read. Of course, students will not be able to learn all of the options. However, A-11 indicated this, I argued that cumulative teaching is extremely beneficial to these students. As I offer new information, I include what I have already taught. It allows my students to review the material they have learned while also learning new spellings.
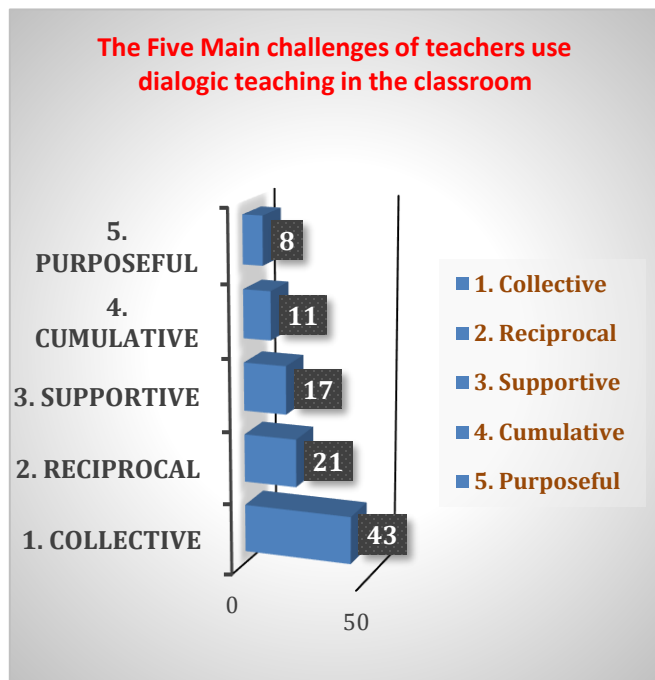
The Five Main challenges of teachers use dialogic teaching in the classroom

- 1. Collective
- 2. Reciprocal
- 3. Supportive
- 4. Cumulative
- 5. Purposeful

5. PURPOSEFUL	8
4. CUMULATIVE	11
3. SUPPORTIVE	17
2. RECIPROCAL	21
1. COLLECTIVE	43

Figure 3. (The Five Main Challenges of Teaching Use Dialogic Teaching

A-8 is also indicated as an instructor who, I assume, teaches cumulatively; therefore, use the series above in parallel. Furthermore, A-16 claimed that in cumulative teaching, both teachers linked the concept of communication to build on each other's ideas.

Finally, as noted in A-18 and A-17, the notion of cumulative teaching is based on the assumptions that (1) learning tasks may be performed in the classroom, (2) the capability of each learning task should be mandatory, and (3) an assessment should occur each time a new learning task is introduced. The **fifth** and final task is one with a purpose. Charts 1 and 2 show that 8 out of 23 participants stated it. A-24, A-23, A-21, A-22, B-11, B-17, and B-9 stated that purposeful teaching occurs when we, as teachers, establish learning conditions that enable students to find meaning from the topics and subjects presented. Similarly, A-18 and A-16 indicated that purposeful teaching occurs when a teacher develops learning conditions that assist pupils in gaining specific meaning from the topics and subjects taught. A-15 stated that he used the practical case technique for meaningful teaching and that it works effectively in his class, implying that the pupils retained the content well. A-14, A-11, and A-10 assumed that we believe the professors speaking purposefully were also pretty comparable, and they primarily taught about having goals in mind and making those goals apparent.

Furthermore, A-13 stated that I agreed with the teacher's interpretation of purposeful agreement as dialogic teaching in a safe setting where all students are encouraged to speak up (supporting). A-11 agreed with A-13 when he stated that the teacher must ensure that all material is available to all pupils (reciprocal) and that students shape each other's concepts (cumulative).

A-10 As a mathematics teacher, I assumed that each student should be able to use whichever problem-solving strategy he or she desired (reciprocal). Furthermore, A-8, a science instructor, stated that he lagged in both subjects for students within dialogic places (purposeful). A-8 was viewed as supportive and intentional by A-9. Finally, A-6 remarked that she documented herself as an actor within (collective when her students listened carefully to each other (reciprocal).

A similar study conducted at Cambridge University by Paul Main (2017) identified five significant obstacles teachers face when implementing dialogic teaching in ESL classrooms. These obstacles, as illustrated in Figure 4, are crucial for understanding the broader context of the challenges encountered by educators. The obstacles identified by Paul Main align closely with the findings of this study, highlighting the systemic nature of the challenges faced by ESL teachers.

By addressing these issues through targeted professional development, resource allocation, and policy changes, educational stakeholders can create a more supportive environment for dialogic teaching, ultimately enhancing language learning outcomes for students.

Table 2 displays the conclusions of the demographic teachers' profile, which refers to the teacher's age, gender, educational accomplishment, duration of teaching experience, seminars, and training in teaching pedagogy attended. This allows the researchers to simply and successfully capture various types of data through the interviews used in this study.
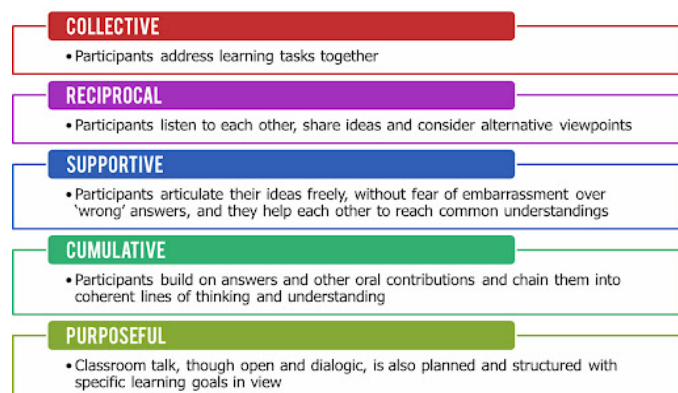
COLLECTIVE
- Participants address learning tasks together

RECIPROCAL
- Participants listen to each other, share ideas and consider alternative viewpoints

SUPPORTIVE
- Participants articulate their ideas freely, without fear of embarrassment over 'wrong' answers, and they help each other to reach common understandings

CUMULATIVE
- Participants build on answers and other oral contributions and chain them into coherent lines of thinking and understanding

PURPOSEFUL
- Classroom talk, though open and dialogic, is also planned and structured with specific learning goals in view

Figure 4 Dialogic Teaching: Cambridge University by Paul Main (2017)

Table 2
Teacher Demographics Interview

Teachers	Gender	Age	Education Rank	Years of Experience
Teacher 1	Female	23	1	1
Teacher 2	Female	24	1	2
Teacher 3	Female	22	1	1
Teacher 4	Female	25	1	3
Teacher 5	Male	26	1	4
Teacher 6	Male	28	2	6
Teacher 7	Female	24	1	2
Teacher 8	Female	32	2	8
Teacher 9	Female	35	2	11
Teacher 10	Male	29	2	8
Teacher 11	Female	30	2	9
Teacher 12	Male	27	1	5
Teacher 13	Male	28	1	6
Teacher 14	Male	23	1	2
Teacher 15	Male	26	1	4
Teacher 16	Female	27	1	4
Teacher 17	Female	25	1	3
Teacher 18	Female	26	2	4
Teacher 19	Female	31	2	9
Teacher 20	Male	24	1	2
Teacher 21	Female	26	2	4
Teacher 22	Male	33	2	11
Teacher 23	Male	34	2	12

4.3 Analysis of the Second Research Question

The analysis of the second question has been divided into two parts. The first analysis of the observations and the second analysis of the interviews.

4.3.1. Analysis of the Second Research Question (Observations)

Table 2 presents the findings related to the demographic profiles of the teachers who participated in the observations. This table includes key information on the teachers' educational achievements, duration of teaching experience, and the pedagogical training they have attended. Understanding these demographics is essential for exploring the study's findings and how various factors may influence the implementation of dialogic teaching in ESL classrooms.

As a final point, most respondents agreed or strongly agreed, highlighting the relevance of observation for both tactics used by instructors to enhance student learner agency and obstacles faced by teachers when using dialogic teaching in the classroom.

Previously, the study's researchers reviewed the categories on the form with the observers and requested them to highlight specific areas for impediments encountered by teachers while using dialogic teaching in the classroom. Rather than a scaled rating form, a checklist was used during the observation to indicate the presence or absence of each item. Notes should be made in the space provided below each segment. Following the observation, use the form data to answer the primary research questions. Ultimately, participants become acquainted with analyzing studies of different formats and reporting results from observational research. Table 3 presents the findings of the four classroom optimization strategies used by teachers who had been observed by the researchers of this study. These four strategies assist learners who have soft skills connected to learner agency and are capable of adapting to new settings and tasks, implementing objectives, and meeting challenges. **First,** create a soft skills rubric that introduces learners to soft skills and allows them to set specific goals for their soft skills growth based on their assessment. **Second**, practice the power of yes from the learners, and **third**, encourage learner agency with tech tools. Ultimately, **four** offer micro-learning to enable learners to pursue their interests and passions.

Table 3
Four strategies for developing learner agency

Found from observations	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Teacher 1	1 & 2	1, 2 & 3	2 & 3	3 & 4
Teacher 2	1	2 & 3	3 & 4	1, 2 & 3
Teacher 3	1, 2 & 3	2	1, 2 & 3	1, 2 & 3, 4
Teacher 4	3 & 4	2 & 3	1, 2 & 3, 4	1, 2 & 3
Teacher 5	1, 2 & 3, 4	3 & 4	2	2 & 3
Teacher 6	2 & 3	1, 2 & 3	2	1, 2 & 3, 4
Teacher 7	1 & 2	1, 2 & 3	2 & 3	3 & 4
Teacher 8	1	2 & 3	3 & 4	1, 2 & 3
Teacher 9	3 & 4	2 & 3	1, 2 & 3, 4	1, 2 & 3
Teacher 10	1, 2 & 3, 4	3 & 4	2	2 & 3
Teacher 11	3 & 4	2 & 3	1, 2 &, and 4	1, 2 & 3
Teacher 12	3 & 4	2 & 3	1, & 3, 4	1, 2 & 3
Teacher 13	1 & 2	1, 2 & 3	2 & 3	3 & 4
Teacher 14	1	2 & 3	3 & 4	1, 2 & 3
Teacher 15	1, 2 & 3, 4	1, 2 & 3	3 & 4	2 & 3
Teacher 16	3 & 4	2 & 3	2 & 3, 4	1, 2 & 3
Teacher 17	1 & 2	1, 2 & 3	2 & 3	3 & 4
Teacher 18	1, 2 & 3, 4	1, 2 & 3	1, 2 & 3	2 & 3

Figure 5 presents the findings of the four strategies for developing learning agency in the classroom. The study's researchers observed eighteen teachers who voluntarily participated. These four strategies support students who possess soft skills related to learner agency and who can adjust to new circumstances and tasks, carry out goals, and overcome impediments. First, a soft skills rubric was used by (36%) of the teachers, who gave students an introduction to the concept and let them create individualized goals for their development based on their assessment results. Second, (30%) of the teachers applied the yes power to grant learners the autonomy of tackling subjects. It is all teacher choice and style. It functions in their classroom, and their atmosphere is comfortable, structured, and relaxed. 20% of the teachers engaged in technology tools as their third strategy. Choosing technology tools that promote learner agency is crucial.

Regretfully, the majority of educational resources are designed with a drill-and-practice mentality, which confines pupils to a lower cognitive domain and frequently undermines agency. 14% of teachers offered micro-learning opportunities so learners could explore their hobbies and interests. It allows individuals to follow their passions in connection with the main learning objective.
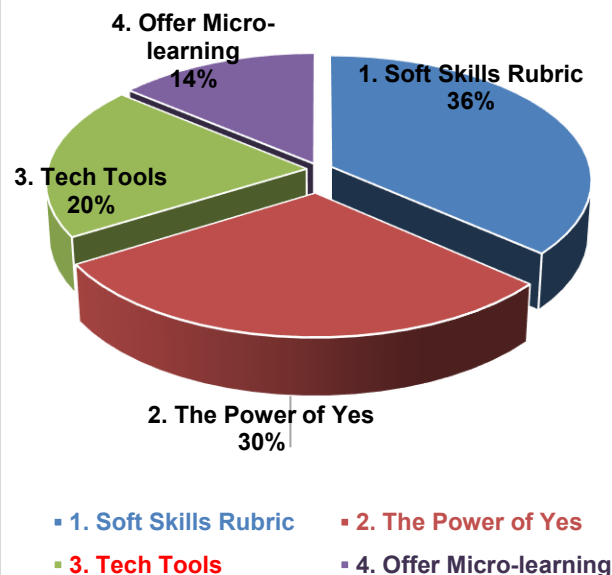

Figure 5. (The Four Strategies for Developing Learner Agency in the Classroom

4.3.2. Analysis of the Second Research Question (Interviews)

The strategies used by teachers to increase learner agency in the classroom were explained in this section. Analyzed intriguingly, the results of the second research question were identical. Teachers employ four ways to establish a conducive learning environment and help pupils meet pre-established learning objectives. Problem-based learning (PBL) is the **first** instructional approach that the majority of participants (18 out of 23) disclosed. A-2 stated in my view, when I used PBL as a teaching strategy, during which students are typing to solve a problem. A-5 informed I have been using PBL, and this has supported me in leading students with effective problem-solving skills and self-directed learning skills. Comparably, A-4 mentioned that I have employed this PBL, allowing students to work on their projects and present their creative innovations to their peers. When I implemented PBL, it began with a real-life inquiry and was accepted with an A-4. This pedagogical approach aims to involve learners in the material they are studying. A-9 concurred with A-4 and A-7 that, in my opinion, the primary benefit of

using PBL is that it fosters participation because it calls for action. A-10 characteristics. I consider PBL to be an advanced teaching strategy. I employed it as a means of encouraging conceptual learning among the students. A-11 agreed with A-9; I have been using PBL because it helps motivate to praise learning outcomes.

However, according to A-13 and A-14, PBL is superior to conventional techniques in terms of enhancing social context while teaching English, communication skills, problem-solving abilities, and self-learning abilities. Additionally, A-16 noted that because it fosters deeper comprehension, learner agency is beneficial for PBL. PBL participants assess their problem-solving skills as complicated, about lifetime learning. A-17, in contrast, disagreed with almost all of the other teachers, saying that she thought PBL was a bad strategy for KRI because it required a lot of work for both teachers and students, didn't focus on the learning outcomes that had been identified, didn't have enough trained personnel to implement PBL, and didn't provide enough professional development for teachers to use in the classroom and support students as agents of their learning. A-19, in agreement with A-17, the primary disadvantage of PBL is time commitment, which can lead to problems for students on quizzes and standardized tests since they do not have the depth of understanding required to receive good scores. Lastly, A-21, A-22, A-25, and A-24, informed by their perspective that for a learner agency, this discouragement students for the reason that it can be tough to identify a tangible problem that students can solve with the content they are studying.

This presents two clear matters. First, if it is easy for students to divert from the challenge's learning outcomes, they might fail to retrieve relevant information. Second, it could swing the matter's focus and purpose as students run into unexpected impediments.
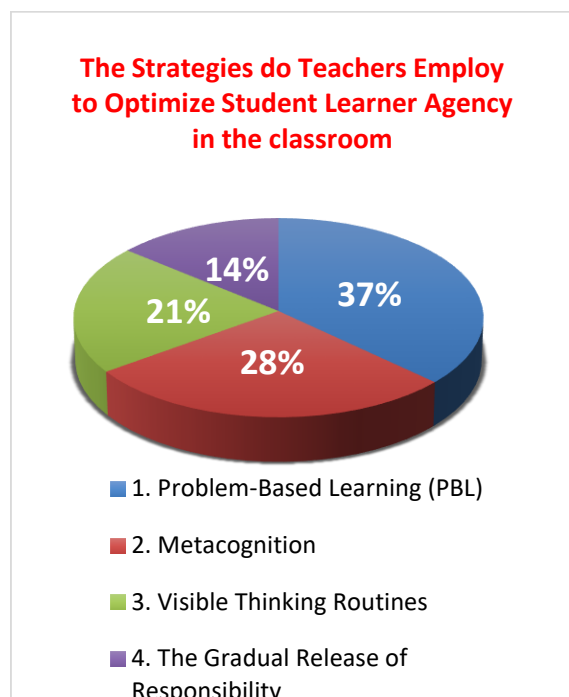

Figure 6. (The Strategies Do Teachers Employ to Optimize Student Learner Agency in the Classroom)

The second teaching strategy was informed by mostly teachers' perspectives (14 out of 23), and participants mentioned metacognition. According to A-2 stated it for me. Using the right abilities and techniques to address a problem and preparing to approach a learning activity are examples of metacognitive processes. Based on my perspective, A-4 identified a metacognitive method of reading in which teachers work with small groups of learners to develop their agency before asking the students to instruct other learners. A-5 is similarly specified whenever I teach reading in English, so I have been using a metacognitive strategy, which helps me in the classroom to support the other learners who/need more attention. Equally, A-6 held that metacognition also comprises knowing myself as a teacher; that is, knowing my strengths and weaknesses as a learner. A-8 arranged with A-6. In my opinion, I know that I have weaknesses in English pronunciation as a teacher, but I have strengths in academic writing. I used this strategy to turn my English pronunciation into a strength by putting students in small groups, and then I became aware of metacognitive. However, A-10 alleged, I believe, whenever I use metacognitive strategies, I use methods to help students progress and remain mindful of their thinking processes as they learn.

Similarly, A-12 mentioned I am convinced that metacognitive learning refers to the use of a reflective thinking process to raise knowledge of individual strengths and learning abilities to advance mindful control of learning in the learner agency setting. A-17 has been proclaimed in the same manner as A-12. I am convinced that using a metacognitive method improves student agency, understanding of individuality and brings out shortcomings that can be turned into strengths, such as reading in an English classroom. A-18 powerfully cited the use of metacognitive thinking and strategies that allow students to become flexible, creative, and self-directed learners. According to A-20, metacognition, in my opinion, notably supports students with additional educational needs in understanding learning tasks and customizing their learning. As stated by A-19, metacognition's greatest drawback is that it might occasionally enthusiastically disrupt duty performance. While A-21 concurred with A-19, it was accepted that the costs of implementing metacognitive methods may compensate for their benefits in learning settings. Last but not least, A-23 found that negative metacognitive judgments or sentiments based on self-evaluation may lower psychological well-being.

The third teaching strategy (visible thinking routines: VTRS) was discovered through teachers' views. This study has found that visible thinking routines are a series of steps that make complex thinking processes accessible to students through the use of visual thinking. A-3 argued that VTRS work well because people are visual thinkers by nature, and our brains are programmed to assimilate information rapidly. A-4 agreed with him as he cited that making thinking visible can give students a higher level of confidence to ask questions when they need help. A-6 pointed out that when I used VTR, it was useful for artful thinking routines, such as the close reading of art composition and connecting with cooperative poetry in English study. Similarly, A-8 refers to exploring reading and writing English classes and expanding the poetry for intense language. A-9 mentioned that the main concept of visible thinking applied in the classroom to support students is to give them time to think about a question before sharing their answer with a pair. A-10 stated that I strongly assume by using VRT, students are then allowed to share their thoughts with their classmates, and it can be used daily in a class setting whenever posing questions that might require deep thinking. A-12 cited VTRS are a succession of stages that make complex

thinking methods reachable to students who conclude the use of visual thinking.

A-13 revealed that an elegant visual image can yield a much more commanding, extraordinary learning experience than a mere verbal or written explanation in English. A-14 refers to making complex concepts highly accessible to all learners and helping users develop positive intellectual practices that can be used in class, and encouraging critical thinking and the exploration of different perspectives. Conversely, A-16, I strongly believe in helping students to activate their skills and curiosity with the See, Think, Wonder VRT. Students should perceive what they see, then consider what they think about what they have seen, and then add musings about what they now wonder about. A-18 agreed with A-16 to improve students' achievement. We need to use VRT works well for students as well as older students who need to separate and engage complex concepts in different subjects such as math, science, and social studies.

Instead, the **fourth and last** teaching strategy obtained in this study was the Gradual Release of Responsibility (GRR), by informed teachers' interpretations from the interviews. A-2 informed that, in my view GRR model is a good teaching strategy categorized by command of learning activities that shift the responsibility from the teacher to the student. Compatible, A-4 agreed with A-2 that GRR can improve learner agency in English language teaching in the classroom. Nevertheless, A-6 believed the goal of this scheme is self-sufficiency and value on the part of specifically, the ability to hand over understanding of their individual. Similarly, A-7 said, based on my perspective, the goal of the GRR framework is to provide a suitable teaching style, moving students towards individuality. Conversely, A-8 mentioned that the GRR framework does not have to be linear for a learner agency, but it is based on instructional learning outcomes, teachers may fittingly choose to begin in any part of the framework. Although this model has been recognized through the study and development of teaching and learning as a concept, it was Pearson & Gallagher (1983) who invented the phrase "(GRR)" to define this dynamic in the classroom. Moreover, A-9 pointed out that by using GRR, I can see students being given encouragement associated with the strategy being learned while the teacher observes and documents students' levels of prior knowledge about the subject. Equally, A-11 said it would also force each student to reflect on what they currently know and would like to know about the subject being taught. A-12 communicated, by using

GRR, teachers and students co-operate to decide on possible ways that will lead to the understanding of the strategy learned.

A-14 revealed it will also encourage greater student ability to speak and choose to learn to ownership of their learning. A-16 responded, "I can certainly use the GRR model in any lesson," but having it extend over weeks on a complex issue can help students grasp what opportunities exist. Finally, A-17 disagrees with the preceding teachers, citing the biggest issue in implementing a GRR, that if not well organized, children may not be on-task and finish it early, causing them to become bored. A-18 agreed as well, highlighting that working with peers in the classroom can lead to inappropriate comments or cause pupils to be frightened to speak English. Furthermore, A-20 noted, in my opinion, that only when a classroom has been established as a secure place can such learning be purpose-appropriate. Ultimately, A-22 detailed the main issue with this model is that if the lessons are not planned correctly, students can lose focus or certainly never grasp the level of individuality that is the eventual goal. A-23 said differently by saying it is on the teacher to certify that the lesson can carry students through the process of learning. Even though independence is the eventual goal, there can still be a dependency on the teacher.

5.1 Conclusion and Discussion

This study has explored how dialogic teaching enhances the development of learner agency in English language learning environments. Drawing on Bakhtin's dialogism, this research highlighted the central role of classroom dialogue in fostering active participation and empowering students to take ownership of their learning environment. An array of issues related to the class size, motivation, preparedness, etc., can affect the learning conditions. However, feelings of trust and mutual respect are fundamental elements of dialogical engagement. It highlights the positive impact of dialogic teaching on developing speaking skills and phonological awareness.

A profound analysis showed that many students emphasized the importance of effective learning English skills, noting that these abilities are essential for clearly conveying information, whether in professional settings or collaborative learning environments, when putting dialogic education into practice in the classroom. Conversely, the proposed model emphasizes that each classroom and learner can express unique, idiosyncratic learning styles. It claims

the need to preserve these individual differences rather than conforming to a one-size-fits-all approach, especially in innovative dialogical learning environments.

This perspective encourages a more personalized and effective educational experience, as well as providing personalized communicative feedback that regards students' individual learning needs and styles. Similarly, fathoming the thematic analysis of this study, the researchers conclude that metacognition and paradigm shifts act upon successful learning as well as output. This can guarantee openness, awareness, ownership of learning, as all as maintaining grit in the process of learning.

The researchers employed a systematic six-step process to analyze the interview data, detailed in Table 2. During the qualitative analysis, the researchers first reviewed the recorded transcripts and annotated them. Next, they conceptualized the data and segmented it using an Excel spreadsheet, ultimately organizing the segments to write the results. For the observation analysis, a structured grading table was utilized to evaluate the implementation of Dialogic Teaching. This is illustrated in Table 1, which features a grading scale from 1 to 5, where 1 indicates poor implementation and 5 signifies excellent implementation.

By fostering interactive discussions and collaborative learning environments, the study aimed to demonstrate how dialogic teaching can facilitate deeper engagement with the language and improve overall language proficiency. Furthermore, the findings highlighted that the proposed model effectively fosters learner agency at a micro-level in dialogic teaching. The results from the first question identified five challenges teachers face when implementing dialogic teaching in the classroom. Meanwhile, the second question revealed four key strategies that teachers employ to enhance student agency. This dual focus underscores the importance of addressing obstacles while also leveraging effective techniques to empower learners. Finally, the study's recommendation for a seismic shift in attitudes toward learners and learning underscores the necessity for a more equitable distribution of roles among educational stakeholders. This shift can help redefine traditional power dynamics in education, promoting collaboration and shared responsibility. The study's assertion that the dialogical model is integral to personal evolution and identity development underscores its significance in education. It encourages learners to leverage their unique strengths

and perspectives, promoting confidence and self-awareness.

5.2. Recommendations and Limitations

This study assumes that dialogic teaching is a powerful approach in English Language Teaching (ELT) that emphasizes dialogue and interaction to enhance learner agency. However, an overview of the recommendations of dialogic teaching in enhancing learner agency in English Language Teaching (ELT) classrooms; **first,** adopt an environment where students feel safe to express their thoughts. Establish norms that inspire respect and sincerity during discussions; **second**, implement group work and peer-to-peer activities that require students to engage in dialogue. Collaborative projects can simplify deeper interaction and learning; **third**, allow students to take the lead in discussions, promoting possession of their learning. This can increase their confidence and agency; **fourth,** give students opportunities to take charge of arguments. Permit them to indicate topics or lead group activities, enhancing their sense of ownership; **lastly**, invest in training for teachers to effectively implement dialogic teaching strategies. Also, for implementation to be successful, it is vital to address its limitations. Teachers can design an inclusive and interesting learning environment by striking a balance between ideas and an understanding of the difficulties. This study has **four** limitations. The first is that effective dialogic teaching necessitates knowledge and expertise. To successfully apply these strategies, at first, teachers might require professional development; second, in certain educational contexts, access to resources and materials that facilitate dialogic teaching might be restricted; and third, students from diverse cultural backgrounds might feel differently about open discourse.

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