Creating Dialogue in the Classroom

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Abstract
This study ponders with a common problem in teaching second language: How to encourage students to a conversation in lessons. The research was conducted with a group of student teachers during their second-year practicum at Sas al Nakhl Boys School located in Abu Dhabi. The study examines the impact introducing theoretical discourse models for teachers and monitoring the level of dialogue practiced before and after the introduction. The results are showing a significant improvement in the quality of classroom dialogue after the instructions. This indicates that teachers can raise the level of dialogue practiced in the classroom even in a short time when attention is paid to it.

Keywords: Abu Dhabi, dialogue teaching, action research, action study, student teachers.

Introduction
Abu Dhabi government is committed to providing the best education possible in the public sector of the United Arab Emirates. The goal is to provide education compatible with international standards so that students will be able to contribute to the economic and social growth of the nation. Abu Dhabi has 250 public schools ranging between Kindergarten and 12th grade and 28 Adult Education Centers in the 2016-2017 school year. These schools range from around 100 students in a school to 2000. Progress comes from compatible curriculums in public and private schools, focusing on critical thinking, innovation and teamwork, in addition to utilizing information technology in problem solving. (ADEK, 2017)

Emirates College of Advanced Education (ECAE) provides a four-year Bachelor of Education (B.Ed.) program. The program provides graduates with both the theoretical and practical knowledge focusing on the teaching of English, Math and Science at Cycle one school level. Students are given hands on experience in public school classrooms beginning with observation in the first year. By the fourth year, students are immersed in the schools through an internship where the skills learned are applied through student teaching. (ECAE, 2017)

ECAE works with area schools to provide training to their students so they will develop into young professionals. The area schools vary in location, grade levels and diverse goals. Students choose three schools for placement, and faculty decides placement in one of the choices if possible. Schools are given the choice to take student teachers or not.

The purpose of this article is to provide a model of action research conducted by student teachers, during their practicum period in Sas al Nakhl School. Sas Al Nakhl School is Cycle One (C1) Boys School located in Khalifa City A, a suburb of Abu Dhabi City. The school accommodates 600 students in grades one to five with a large population of middle class to upper class students.

Dialogue with second language

A child's linguistic development is closely linked to early competence in language and cognitive acquisition (Zambrana, Pons, Eadie & Ystrom, 2014). To develop good oral language skills foundation blocks of literacy are essential in both spoken and written language (Catts & Kamhi, 1999). Cunningham and Stanovich (1997) determent reading comprehension and early vocabulary knowledge have a direct correlation. Hatcher & Hulme (1999) added verbal ability to that parallel. The lack of skills by learners necessary to develop literacy in second language becomes the main issue (Snow, 2001). Any student not exposed to the English language in their early years will have poor language scores if intervention is not given (Conti-Ramsden, Knox, Bottong & Simkin, 2002; Locke, Ginsborg & Peers, 2002), giving an explanation why some Emirati students struggle when studying a second language.

Emphasis needs to be put on quality language experiences in the early school years continuing through the child's school life to develop communication and literacy skills for competency in any second language (Nathan, Stackhouse, Goulandris & Snowling 2004). Second Language Acquisition (SLA) occurs when student instruction takes place in a language other than their native tongue, the language spoken at the home. Acquisition of a second language (L2) can be seen to take place in three different ways (Locke, Ginsborg & Peers, 2002).

- Informally in naturalistic setting: ex. when a child from a foreign country learns English by attending a school in the USA or UK where the only language taught and spoken is English.
- Formal learning: ex. high school classes in a foreign language.
- Mixture of formal and informal: ex. a child takes classes in the language of another country while living there and being immersed in that language outside of school.

In Abu Dhabi that second language (L2) or target language (TL) is English with all students in Cycle 1 schools receiving English instruction during English, Mathematics, and Science, while Islamic, Arabic, Civics and activity subjects which are taught in Arabic.

Linguists, psychologists, and sociolinguists study the area of SLA to grasp the idea of how we acquire languages. To understand how children learn a second language, we need to acquire knowledge into the approaches used. Saville-Troike and Barto (2016) recognized how these researchers study languages lies in the way they are identified in their profession:

- Linguists put an emphasis on linguistic competence and performance by focusing on differences and similarities in students' stages of language acquisition.
- Psychologists and psycholinguists believe the mental and cognitive processes needed for acquisition of languages are of the upmost importance.
- Sociolinguists link the study of language to social factors using their understanding of regional, class, dialects, gender and bilingualism differences as a basis.

- Social psychologists identify group events, like identity and social motivation as it relates to learning.

The initial focus for students learning a second language, is based on functional language acquisition, rather than academic language (Brice & Brice, 2009). Even with all the differing viewpoints mentioned previously, researchers agree that active dialogic between students and teacher in classrooms creates an environment that is highly effective for language learning. Furthermore language learning can be defined as a social process. Instead of concentrating on acquisition of a grammatical system, we can focus on interaction and formation of opinion and the flow of conversation (Brouwer, Rasmussen & Wagner, 2004).

When speaking of dialogue, the idea of intersubjectivity comes front and center. Intersubjectivity can be seen as a starting point for any successful communication. The listener must try to get a sense of the speaker's perspectives if true meaning of a dialogue is to be achieved. Rommetveit (1985) pointed out, "intersubjectivity must in some sense be taken for granted to be attained" (p. 189). This leads to the understanding that when people speak to one another the roles of speaker and listener alternate. While the speaker determines the meaning of what is said, the listener adopts the speaker's perspective to understand the message. This allows participants to have different points of view making the dialogue intersubjective and successful in terms of understanding each other. Understanding is crucial when teaching, especially when teaching occurs in second language. Teaching does not currently promote, as a matter of routine, this type of dialogue, but the value of intersubjective dialogue is gaining interest in many realms of education. Eventually, dialogue may become as important in educating children as philosophy and theory (Bakhtin, 1984; Rommetveit, 1985; Wells, 2006).

Bakhtin (1984) had the same concern and defined 'pedagogical dialogue' as one-way communication from teacher to student with the teacher holding all the knowledge and the student acting as a sponge to absorb the information taught[1]. This is the opposite of what we are promoting in this article. Cheyne & Tarulli (1999) divided 'teaching by dialogue' into two types based on the research of Bakhtin and Vygotsky. The first type is called 'Magistral dialogue' where the teacher has the absolute truth when speaking to the student, which is common in top-down type of education. The second type, open-ended 'Socratic dialogue' takes an inclusive dialogue for teaching. Regardless of how many voices are in the conversation all the opinions matter equally. This is the type of discourse sought through this study.

Purposeful discussion is the means to get our schools to the place of 'teaching by dialogue'. Laine (2012) identified classroom discussions as 'contact zones', with teachers acting as the facilitator to guide students through the process of developing meaningful dialogue with natural interaction occurring for everyone involved. Keep in mind that when there is a perceived gap emotionally between teachers and students, the public can develop a negative attitude toward teachers and teaching. Students show their attitude toward these teachers by being reluctant and passive or by being resistant. The lack of intersubjectivity and 'Socratic dialogue' could be the reason for this phenomenon. Classroom dialogue is too often monolific in nature with a 'Magistral dialogue' causing students to resist. Development of meaningful dialogue in the classroom by teachers helps to bring students into the conversations (Englund & Sandstrom, 2012; Harinen & Halme, 2012).

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[1] To follow Bakhtin (1984), the recent theories of dialogue teaching have been developed by Buber (2004). Buber separates monological and dialogical interaction by the way participants treat others. A monological relationship is based on assumption to treat others as objects. In the dialogical interaction, the participants are meeting as equals. According to Buber, the consciousness of others cannot be examined, analyzed or defined in monological interaction-that can only be done in a dialogue. If we don't seek to interact with others in dialogue, they will easily turn their object side to us (Bakhtin, 1984).

Ferholt (2010) takes the view of dialogue to another level by using the word perezhivanie[2] to describe the effects of balance in a classroom dialogue making room for growth in areas of cognition, emotion, imagination and creativity. The challenge for teachers is to allow students to participate in an active way in their education using the curriculum materials provided. This happens when the teacher creates a learning environment where children's opinions are valued. Ensuring that intersubjectivity is present in classroom dialogue promotes active participation (Harinen & Halme, 2012).

To achieve this setting, the teacher must create an atmosphere where students are comfortable to discuss. Building trust in the classroom takes time so the teacher must have patience and be open-minded. The teacher must facilitate the discussions by teaching appropriate reactions to dialogue that is not correct or of no importance, contributions from everyone are valued, acknowledged, and taken seriously. Especially when working with the second language, students need to see that the teacher values their input. There are times when a student will ask a question the teacher is unsure of or do not understand. The teacher needs to make sure to follow up on these questions throughout the lesson. This method brings comfort to the students and leads to an increase in participation (Englund & Sandstrom, 2012).

The typical way foreign languages are taught is through a monologic discourse, the teacher is the one in control of knowledge taught and students only recite what is said (Tharp & Gallimore, 1988). The process used is the traditional Initiate– Respond– Evaluate (IRE)[3] mode of triadic teaching: the teacher asks a question, students respond, then teacher evaluates the response. IRE has been tagged as a discourse that is not supporting creativity in language learning because discussion is hindered as well as innovation (Hall & Walsh, 2002). Participation and content are both controlled by the teacher and teacher is holding the final truth, therefore dialogue can be described 'Magistral'.

To take next steps toward 'Socratic dialogue' is to try Initiate– Respond– Follow (IRF)[4] mode of triadic dialogue in teaching. IRF comes into the classroom when the teacher still controls the flow of the conversation while students further express opinions and develop ideas based on their own perceptions (Nassaji & Wells, 2000; Haneda, 2004) The transition from IRE to IRF happens when teacher moves from known information questions (KIQ)[5] to open-ended questions, and the choice of follow up activities, for instance small group discussions and think-pair-share, expands to support more involvement of students. Involvement in learning increases making education more meaningful for students. These teachers believe students are not only receiving knowledge but use Reddy's (1979) metaphor of "talk as a conduit down which knowledge flows" (Hall & Walsh, 2002).

In this study, the aim is to promote dialogue during second-language lessons. The first issue teachers are facing especially with C1 students, is the lack of suitable vocabulary to use in arguments. To give students confidence and to provide them with a vocabulary bank, it is practical to use textbooks, word walls or work sheets related to topic as a source of vocabulary. Students are encouraged to use parts of the text for the purpose of constructing the dialogue in

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[2] Perezhivanie comes from the Russian language meaning 'an experience relived', drawing off of the emotional state of those involved, especially in the realm of acting.

[3] The Initiate-Response-Evaluate (IRE) model of questioning is a traditional teacher led question and answer session that is still widely used in classrooms despite its shortcomings. This style of questioning does have some place in the classroom, it is a very effective way of checking for factual knowledge, or fact recall.

[4] The IRE type of triadic discourse is defined as monologic dialogue, with closed end, while IRF type where the third move 'follows up' on the student's response by either widening the scope or requesting further information, is seen as more developed type of discourse.

[5] Known information question, where the person asking already knows the answer.

the class. This method is called reciprocal teaching[6] (Palincsar, 1986). Reciprocal teaching is a teaching method that promotes dialogue by supporting it by reading. At the same time this method brings on students' reading comprehension. Palincsar (1986) believes the "purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the classroom conversation" (p.34). Reciprocal teaching introduces teacher modeling, student participation, and the use of strategies to teach comprehension. When teacher and students share the leading of discussion, it is reciprocal (Oczkus, 2003).

To move from monologic (Magistral) teaching toward intersubjectivity and true (Socratic) dialogue, teachers need to take step by step actions with students. They must not assume that dialogue will occur by itself, but believe that with the right guidance it is possible to create conditions for dialogic teaching (Wells, 2006). On these basis, we decided that little success would be obtained by just telling teachers to create dialogue through different models, but instead conduct an action research to create a solution.

The action study
Action research is a strategy for case studies targeted for a specific phenomenon. It's a research method to address real life events and examine the effects of intervention. Action research is not meant to give information to be generalized but to give understanding for a specific situation and purpose. In scientific discussion, action research has been defined in many different ways. Action research is a way of exploring some idea in practice by deliberately altering or developing the conditions, in order to make a real change in a situation (Kemmis & McTaggart, 1988). It is a systematic study by groups or individuals involved to modify and develop the subject in practice and the way they react to the effects of the measures. It is the process aims to change things and achieve efficiency by creating tension between the forces that lead to professional change (Riel, 2010). The process leads to a continuum of further development even after the study is completed.

Sas Al Nakhl School works in cooperation with Emirates College for Advanced Education to offer student teachers the opportunity to observe and be part of the teaching. During term one each year, second year students from the Bachelor of Education (B.Ed.) program[7] are part of our English faculty for two weeks. Student teachers are embraced as a part of our community for the length of time they are placed here. At the same time, since they are entering the school as a person from the outside, they are able to be more objective when asked to observe how things evolve in the classroom. This is the basis for our action research.

In this study our subject of interest is lying in particular on how the teacher can improve the level of classroom discussion by concentrating on different methods to use in discourse. That lends itself to investigation of two different situations, before and after instructions.

When the student teachers arrived at our school, they were introduced to our plan for the study, and different techniques of discourse (Rader & Summerville, 2014) in the classroom (see Chart 1). Throughout the first part of the study, student teachers were to observe the types

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[6] Reciprocal Teaching is a research-based strategy that teaches students to work in small groups to coordinate the use of four comprehension strategies: prediction, clarification, summarization, and student-generated questions.

[7] The Bachelor of Education (B.Ed.) program is a four year program aligned to Level 7 in the UAE Qualification Framework – QF Emirates. The program provides both theoretical and practical knowledge so graduates are ensured a smooth transition into the classrooms. The primary focus is on the teaching of English, Math, and Science on the primary level.

of discourse teachers used with the students during the lessons. Within this first week of observations the teachers in question were unknowing about the study in progress. Each observer was using the monitoring template (attachment 1) to document the procedures in the classroom. As we advised them, they marked each type of discourse they saw teachers practicing and provided daily notes to give a valid picture of what was happening in the classrooms.

After the first week's observations, the teachers were introduced to the action study, and attention was given to findings of the previous week. This was to create the tension needed for professional change (Riel, 2010). At that point teachers were familiarized to different types of discourse to use in teaching. After teachers were given this instruction, student teachers and teachers worked together to create more inclusive discourse in the classroom.

To mirror the data collected from both observation settings, we ended up with the following research questions to formulate our study. (Alon, 2009):

1. *How training teachers on the different discourse models changes the methods used in the classroom?*
2. *Once methods of teaching change, how does this affect the classroom discussion?*

Chart 1
Types of Discourse
(Rader & Summerville 2010)

Question and Answer , KIQ
The most common classroom discourse is by far Q and A sessions. The teacher can allow questions from students during the instruction or at the end. Allowing students to ask questions during instruction helps build an active learning environment by promoting student engagement. Questioning is also encouraged from the teacher to students.
Think / Pair / Share
Think / pair / share allows students to work in groups of two to come up with solutions to a problem or question given by the teacher. Students work with a partner to allow active participation in problem solving. Think / pair / share is a good technique for large classroom settings because students can simply turn to their neighbor to become part of the class. Sharing the solutions with their partner and/or the entire class is an important part of this technique. With a large class, it is sometimes difficult to ensure the discussion in the pairs stays on topic. Think/pair/share builds community in the classroom and helps students feel comfortable talking to each other rather than being in front of a large class.
Small Group Discussions
Small group discussions create an interactive environment giving students the opportunity to problem-solve. The teacher can assign the same problem to all groups or assign different ones to each group. The groups then discuss the problem and report their findings to the entire class.
Informal Debates
Informal debates can happen at any time in the classroom. They should be encouraged and the teacher needs to use these debates to lead discussion about the different positions and use it as a teachable moment. Students need an understanding that these debates are sometimes not directly related to the lesson. Many students have been trained to the only 'voice' of value is that of the teacher. The teacher should use these debates to show that instruction can help a student argue a point.
Formal Debates
Formal debates help students learn to research topics and use presentation skills. The competitive students may become more interested through formal debates. Teachers need to set the rules with an expectation of research being done prior to the debate through some sort of assignment.
Presentations
Individual and group presentations are a good way to teach oral communication. Some students embrace and enjoy presentations but others suffer fear and anxiety when asked to present. There are two important parts of a presentation, research and clear organization. Even though a presentation can be fun and exciting, it is nothing without substance. Students are likely to put the emphasis on the content when they are involved in determining "what makes a good presentation".

Oral examinations
Oral examinations can allow students to articulate ideas they have learned in a lesson or unit of study. It becomes very clear which students have done the research and paid attention when you are having a one-on-one discussion with them about the material covered. Designing an exam as an open-ended interview session using key questions throughout allows the teacher to understand the impact of the lessons on the student. It is very important to complete a scoring guide at the end of each exam or the teacher may get responses mixed up when assigning grades. It is also necessary to mix up the questions so students cannot share responses with other students. The teacher must have a clear understanding of what students will learn.

Analyzing the data

When information for research is collected systematically, organized and recorded for interpretation it is considered data. Data is not random, but gives answers to questions a researcher needs to answer. If a researcher understands that data is not fixed but can be reconfigured in different ways, then questions asked can be answered comprehensively. Antonius (2003) and Schostak & Schostak (2013) identified two methods used to analyse data, qualitative and quantitative. In this study the quantitative data is based on interpretations made by observers, which gives the study a qualitative nature.

A qualitative action study involves a very close connection between data collection and data analysis in order to develop a clear interpretation of a study (Schurink et al., 2011; Atkins & Wallace, 2012; Tuckman & Harper, 2012). An assumption for qualitative researchers is people are always open to improving themselves so data needs to be presented in the most productive way for understanding. Morgan & Krueger (1998) revisit the importance that analysis of qualitative methods must be systematic, consecutive, verifiable and on a continuum. In this study, data collection became limited by the timeframe and number of student teacher available but fills the criteria of Morgan and Krueger. The study is reliant on the student teacher's understanding of dialogue discourse.

At this point, it is necessary to mention the limitations of the study. The sample size is small, therefore far-reaching conclusions are not possible and the results are only a reflection on this case. The data is in a way self-reported, since the student teachers are part of our school community and work with the teachers involved in the study. Self-reported data is always limited because it is almost impossible to be independently verified. This can cause the data to be selective and telescoping[8] (Hermam & Edwards, 2014). Despite the shortcomings, the article could bring about interest in discussion and further research.

At the conclusion of the first week of the study, the researchers met with the student teachers and teachers to discuss the reports and data. Five student teachers had been following the lessons of seven teachers from grades 2 to 5 daily. Altogether, one-hundred twenty three lessons were observed and monitored.

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[8] Selective: remembering or not remembering experiences or events that occurred at some point in the past. Telescoping: recalling events that occurred at one time as if they occurred at another time.
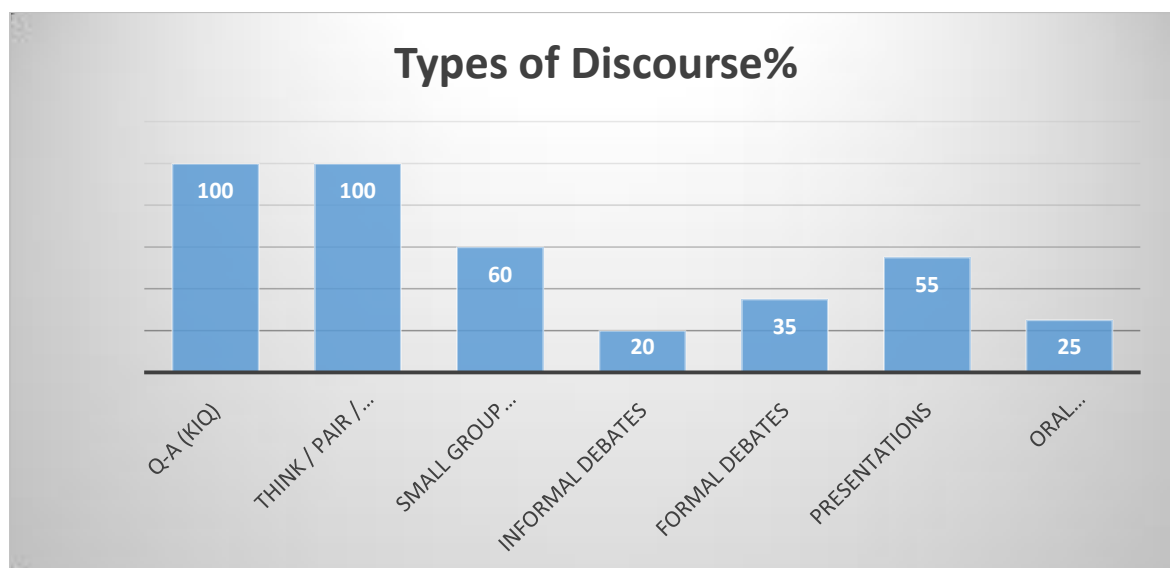
Picture 1
Types of Discourse week 1

Types of Discourse%

Chart 2
Observation data week 1

Observation week 1							
Types of dialogue	SU	MO	TUE	WEN	THU	%	
known information questions (KIQ)	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,	1,2,3,4,5,6,7	1,2,3,4,5,6,7	100	monologue
Think / Pair / Share	1,2,3,4,5,6,7	1,2,3,5,6,7	1,2,3,5,6,7	1,2,3,5,6,7	1,2,3,4,5,6,7	100	triadic dialogue IRF
Small Group Discussions	1,3,5,6,7	1,3,5,6,7	1,3,5,6,7	1,3,5,6,7	1,3,5,6,7	60	triadic dialogue IRF
Informal Debates	2,3		1,2,4	2,4	2,4,5	20	Reciprocal Socratic dialogue
Formal Debates	1,2	1,2,6	1,2,6	1,2,6	1,6	35	Reciprocal Socratic dialogue
Presentations	1,2,4	1,2,5,6	1,2,5,6	1,2,5,6	1,2,5,6	55	monologue
Oral examinations	1,3,5,	1,5	1,3,5,	1	1,3,5,	25	monologue

*1, 2, 3..: marking teachers who used the method in question

Looking at the charts above, teachers were using a variety of methods during the lessons, all of them having known information questions (KIQ) included in some way, as well as think-pair-share. Small group discussion and presentations came in next with less occurrences taking place of oral examinations, informal and formal debates.

These results helped us to identify the types of dialogue literally that were preferred. We drew from the theoretical background identified and based our findings on it. We determined that these methods were monologic: KIQ, presentations and oral examinations. It is not to say there is not a place for these methods of classroom discourse but for the purpose of this study, creating a more active learning environment through dialogue is the key component.

Think-pair-share method and small group discussions model IRF type of triadic dialogue, which is a good step towards real dialogue in the classroom, but still lacking the initiative of the students. Finally, we defined informal and formal debates as reciprocal teaching, though in these debates the supporting vocabulary came from textbooks and sequences of texts provided by teacher. While talking about second language teaching, we further defined both of these dialogue types as 'Socratic dialogue'.
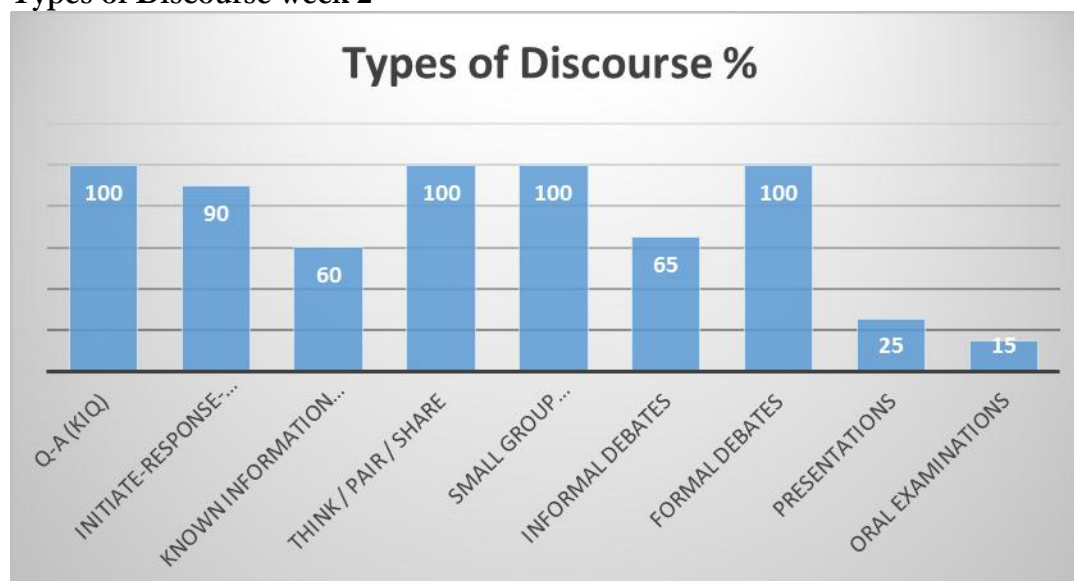
Picture 2
Types of Discourse week 2

Types of Discourse %

Chart 3
Observation data week 2

Observation week 2							
Types of dialogue	SU	MO	TUE	WEN	THU	%	
known information questions (KIQ)	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7	100	Monologue
Initiate-Response-Evaluate	1,2,,4,5,6,7	2,3,4,5,6,7	2,3,4,5,6,7	2,3,4,5,6,7	2,3,4,5,6,7	90	Magistral dialogue
Think / Pair / Share	1,2,3,4,5,6,7	1,2,3,5,6,7	1,2,3,5,6,7	1,2,3,5,6,7	1,2,3,4,5,6,7	100	triadic dialogue IRF
Small Group Discussions	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7	100	triadic dialogue IRF
Informal Debates	2,3,4,5,7	1,2,3,4	1,2,4,6,7	2,4,5,6,7	2,4,5,7	65	Reciprocal Socratic dialogue
Formal Debates	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5,6,7	100	Reciprocal Socratic dialogue
Presentations	2,4	4,6	5,6,7	6	1	25	monologue
Oral examinations	2	6	4	1		15	monologue

*1, 2, 3..: marking teachers who used the method in question

At the conclusion of the second week (see data above), researchers held a meeting with the teachers and student teachers to discuss their findings. During this period, student teachers and teachers were working as pairs, with student teachers collecting data on a daily basis. The student teachers observed and monitored one-hundred seventeen lessons.

To answer research question 1. *How training teachers on the different discourse models changes the methods used in the classroom?*

Observations showed a clear difference in the two timeframes. Once the teachers knew what the student teachers were observing, teachers expounded the forms of dialogue used, based on the introduction given, to create an environment of active participation for the students. This led originally to Initiate– Respond– Evaluate (IRE), which we defined as type of 'Magistral dialogue'. IRE is a type of discourse not mentioned in the first categories to observe, but provided an evolutionary step from KIQ towards Initiate– Respond– Follow (IRF) type of dialogue. We also found that IRF was working as a bridge factor to formal debates and finally to dialogue. With more open-ended questioning, (Nassaji & Wells, 2000) the discussion in the classroom started developing towards intersubjectivity (Rommetveit, 1985) and reciprocal dialogue (Oczkus, 2003), as the teachers were promoting interaction between the students and teacher moving the class toward student-led discussion. As a result, the structure of discourse

types altered during the second observation week; teachers were able to create 'Socratic dialogue' in all classrooms observed.

To answer the question 2. *Once methods of teaching change, how does this affect the classroom discussion?*

It was interesting to see, particularly the increase of informal debates in the classroom. Once students were acquainted with discussions and sharing the lead in conversation, an open atmosphere becomes obvious and an environment to support informal debates and true dialogue evolves.

Conclusions

Creating dialogue in the classroom is about creating trust; it is about thoughtful and critical analysis of each contribution of student; it is about connecting theoretical ideas to practical considerations; and it is about helping students to think about their citizenship both within and outside the classroom. There is extensive research information about different classroom dialogue methods helping teachers to create environments where students are actively participating in classroom discussions (Dawes & Sams, 2004). One would assume that teachers would automatically understand and use these strategies for involving atmosphere. Still, international evidence shows the question and answer method prevails in classrooms across all grade levels (Alexander, 2000; Hughes & Westgate, 1997; Radford, Ireson & Mahon, 2006).

Collaborative discourse patterns and classroom practices make conditions more favorable for oral learning language development in the classroom. Bakhtin (1986) offers a framework giving concepts identifying the differences in teacher-led discussions in the classroom versus a more democratic classroom where teacher and students share the dialogue.

Monologic strategies dominate discussion in particularly classrooms where the teachers believe they are the holder of the truth and see others in the room as lacking the knowledge. In contrast, dialogic strategies created a greater degree of interaction and shared responsibility for all involved (Alexander, 2004). In some cases, within the lessons, dialogical patterns given by teachers allowed students to develop the topics for class discussion. A dialogical framework allows teachers to rethink and recreate the question and answer method to generate information wanted (Radford et al 2006).

The results of our show, that once teachers were putting effort on creating dialogue, they began to understand the barriers, which slow down the development of conversation in second language. They started to create and use patterns to scaffold the dialogue, and even further give students tools needed to enrich their speech. Through question and answer method to Initiate– Respond– Evaluate –Follow and yet reciprocal teaching, they were able to generate debate, which opened the lead for both teacher and the students. The students started to bring different points of view on the table, making the dialogue intersubjective.

We hope that teachers and teacher trainers in Abu Dhabi as well as other countries can use this experience as an example to their own action research projects. This study provides an example of how to utilize student teachers in your school to assist in areas of school improvement. The approach brings up in a positive way, that it is possible to influence the classroom discourse by creating research based professional development in a form of action study. The value given to the collaboration in this study was to see the development of classroom dialogue to take next steps in action. The idea to create a dialogue-rich environment would most likely improve learning in the classrooms and give a good example of exceptional teaching for the student teachers involved. To Bakhtin (Ball & Freedman, 2004), the study of

language is based on linguistic elements and conditions around the dialogues that take place. This definition of the study of language has implications toward understanding second-language and foreign-language learning.

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Attachment 1:
Dialogue in the classroom
With this template teacher students will monitor the types of dialogue in the classroom.
Monitoring is done in two sessions:
Session 1; teachers unaware of monitoring
Session 2; teachers introduced to different types of discourse and aware of monitoring

Week 1 / Session 1

Types of dialogue	SU	MO	TUE	WEN	THU
Q-A KIQ					
Think / Pair / Share					
Small Group Discussions					
Informal Debates					
Formal Debates					
Presentations					
Oral examinations					

Week 2 / Session 2

Types of dialogue	SU	MO	TUE	WEN	THU
Q-A KIQ					
Think / Pair / Share					
Small Group Discussions					
Informal Debates					
Formal Debates					
Presentations					
Oral examinations					