

The Impact of Dialogic Teaching on Critical Thinking Development in TEFL Classrooms

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Abstract

The benefits of Dialogic teaching practice on Saudi Arabian TEFL students' critical thinking skills are the focus of this study. A pre-posttest quasi-experimental design was adopted which observed 100 participants in the experimental group and the control group. In the present study, the experimental group was engaged in dialogic instruction for eight weeks, while the control group was taught through a traditional teacher centered approach. The quantitative data was obtained through WGCTA pre and post test result and a set of questionnaire for the students. The research findings pointed an increased critical thinking performance of the experimental group with the scores difference of 17.33 as against the control group's slight improvement of 2.51. Quantitative data analysis using t-tests and ANCOVA validated the findings from the observational study, with a very small p-value ($p < 0.001$). Students' feedback also supported how this method increases student's engagement, collaboration and cognitive processes. This has implication that dialogic teaching has potential to increase critical thinking skills and support Saudi Arabia Vision 2030 in educational practice.

Keywords: Dialogic teaching, Critical thinking, TEFL.

1. Introduction

Critic thinking skills has thus evolved in to one of the key reform measures in many parts of the world especially in languages. In light of the TEFL instructional paradigm, the development of critical thinking skills is gaining ground as more emphasis is placed on how people teach across diverse cultures and effectively meet the challenges presented by the global environment. Based on Alsaleh (2020) critical thinking requires analyzing, evaluating, and coming up with novel idea or solution, which areen competencies for learners in today's world.. For Saudi Arabia, it is pretty important to cultivate these skills in students since the country strives to shift its economy and focus on innovation with the help of its Vision 2030 program that points out education as one of the major components of the future's success (Rieckmann, 2018). In this regard, dialogic teaching-an approach as a means of organizing learning based on social interaction- has been considered as a wonderful way towards developing critical thinking in TEFL class.

Dialogic teaching is constructed from the premise held by Vygotsky's socio-cultural theory that knowledge is created through language and interaction (Chick, 2014; Reznitskaya & Gregory, 2013). Dialogic teaching is on the contrary student-involved, as it is devoid of the one-way

teacher- centered information input typical of traditional constructivism. This process is considered to enhance critical thinking, which involves analysis and evaluation and formation of reasoned opinions since students are required to provide their stand, consider other views, and integrate knowledge to make sound decisions (Lai, 2011). As mentioned earlier, the learners in TEFL contexts are not only learning the language but also how to think in the second language, dialogic teaching makes learning happy and the brains active (Wilson, 2024).

The Saudi Arabian conventional school has been based on more passive and enshrined teaching practices than actual thinking engagement approaches (Eissa, 2020). However, demands of the new education reformatient oriented and more communicative and creative, it coincides with trends in developing critical thinking globally. According to Young & Bush (2004) this shift is vital to get ready for the requirements of the knowledge society and the global economy that require starter thinking in the English Language. In this regard, dialogic teaching seems to provide the prospects of these aims through the context of encouraging syntactic/semantic development of TEFL learners.

More literature also indicates that the use of dialogic teaching facilitates better critical thinking in different learning environments. For instance, Cui & Teo (2021) compared the impacts of dialogic teaching on the students' analysis, synthetic and evaluative skills and noted findings that showed that students who were involved in dialogic teaching exhibited high levels of analysis and synthesis and high levels of text evaluation. Consequently, Barjesteh & Niknezhad (2020) noted that, during the dialogic interactions in the classroom, students could challenge their existing perceptions leading to better understanding of the content and critical thinking skills. In the context of language learning, the authors also identified that this approach helped to develop critical thinking and higher level of language proficiency because students use the target language investigating the meaning and engaging complex cognitive work.

Nonetheless, the fact that dialogic teaching is said to positively influence students' critical thinking skills, there is dearth of research investigating its effects on Saudi Arabian TEFL classroom. Although, authors like Alharbi (2022) have shown that the use of interactive teaching methods is beneficial for students in Saudi Arabia more generally, little has been done to explore how the use of dialogic teaching impacts on the development of critical thinking skills within the culture and educational system of Saudi Arabia more specifically. This research endeavours to fill this gap through examining the impact of dialogic teaching on the critical thinking abilities of TEFL students in Saudi Arabia. Hence, it will assist in providing insights on the role of various pedagogical practices into the development of critical thinking skills education reform of which is a major policy focus in the identified country.

The Problem of the Study

Saudization which has undergone various changes in an effort to make the teaching process foster critical thinking skills oriented students pursuing TEFL remain challenged in constructing the skills. In many Saudi Arabian settings students is provided with little or no exposure to critical thinking as traditional teacher centered approach to teaching that is prevalent in the system include rote memorization. One of the promising remedies which has been revealed with

regard to such challenges is the concept of dialogic form of teaching which calls for involvement and mutual meaningful communications among the participants. But, one important area that has received comparatively little empirical attention is the effect of dialogic teaching on critical thinking in Saudi Arabian TEFL context. This gap raises an important question: amidst dialogic teaching, to what extent do critical thinking skills develop among students who learn English as a foreign language in Saudi Arabia? Unless the connection between dialogic teaching and critical thinking development in this context is more clearly ascertained, it may be difficult to promote the improvement of the TEFL education and its convergence with the nation's educational agenda.

Study Questions

1. What is the impact of dialogic teaching on the development of critical thinking skills in Saudi Arabian TEFL students?
2. To what extent does dialogic teaching influence students' ability to engage in higher-order thinking tasks (e.g., analysis, evaluation, and synthesis) in a TEFL classroom?
3. How do students perceive dialogic teaching as a method for enhancing their critical thinking skills in the context of learning English as a foreign language?

Significance of the Study

The steps of this research are important for the following reasons: First, it fulfils the research gap by evaluating the correlation between dialogic teaching and critical thinking in Saudi Arabian context particularly focused TEFL classroom settings which has scarce evidences in current literature. The results of this research might be useful to educators and policy makers in the context of enhancing the educational quality of teaching English in Saudi Arabia focusing on the development of critical thinking of students.. Since educational reform is among the prime concerns in the country under analysis, due to the implementation of the Vision 2030 policy, the findings of this investigation shed the light on the possible ways how curriculum and specific teaching approaches might be adjusted in order to respond to the challenges of the growing knowledge economy at the global level better.

Further, this study also enriches the field of language education on ascertaining whether the dialogic teaching method fosters as well as enhances cognitive and language learning among the TEFL learners. In doing so, the findings of this research may motivate teachers in other contexts to implement forms of dialogic teaching in their own classes. Thirdly, the study has a specific focus on Saudi Arabia so the cultural and contextual data may be useful in implementing the dialogic teaching practice in relation to the needs of learners different education systems.

Terms of the Study

In terms of time, the scope of this study is determined by the setting of Saudi Arabian TEFL classrooms and the use of dialogic teaching. Indeed, the study was carried out in several weeks when the researcher observed dialogic teaching in several TEFL classrooms in Saudi Arabia, hence offering a rich picture of the learning changes. While grasping this milestones, the learners

engaged in dialogic instruction meeting that comprises of group discussions, debate, and open-formulation of questions. In doing so, the temporal dimension of the study guarantees its investigation into both the short-term impact of the treatment and its possibility to bring about long-term change in students' cognition. Also, this study does not extend its coverage beyond the Saudi Arabian students learning English as a Foreign Language. The results presented, therefore, are particularly applicable to the Saudi educational environment which teaches English as one of the core subjects, used by students who do not have it as their native language. The significance of the study's findings, therefore, lies in the fact that the study applies to Saudi Arabia education setting, where English is taught, but not the first language of the learners. Critical thinking in this study therefore refers to problem solving skills or higher order thinking skills defined by Bloom's Taxonomy of knowledge. Development. "Dialogic teaching," is a method of teaching that involves learning through discussion between learners and teachers as well as other students rather than through memorization and direct lecturing.

Limitations of the Study

It is worth mentioning that this study has some limitations that must be taken into account while making generalisations from the research findings. Despite these shortcomings, this study contributes significantly to the extant literature regarding the effects of dialogic teaching on the development of critical thinking among the Saudi Arabian TEFL students. The next section presents the recommendations and conclusion of this study. However, there are two issues here: survey generalizability is limited because it covers only a moderate number of people. Despite the obtained results being based on the typical characteristics of the participants of TEFL programs in Saudi Arabia, it is and the improved data variation and a more detailed description and analysis of the effects of the application of the dialogic teaching approach during the different stages of the study process on the participants and learners, the use of a larger sample would have been beneficial. One of the drawbacks of the present study is its reliance on short-term outcomes. Despite this limitation, the use of the pre-test and post-test design was useful in showing how the performances of the students in critical thinking activities had improved in the short term though it was not determined that these improvements would be enduring. Future studies could address this limitation by including a long-term designing of the process that would enable one to determine the changes in the critical thinking skills over time. Besides, the current study offered quantitative data regarding the application of dialogic teaching in Saudi Arabia; the results might not be compared to other cultural or educational contexts other than by identifying how cultural variables moderate the application of dialogic teaching. Lastly, the study used standardized tests to assess the level of critical thinking among the students. By so doing, the study failed to present an elaborate view of the cognitive growth and abilities of the students involved. Although these assessments proved valuable, it would be helpful in further research to use more quantitative methods like interviews with students and/ or observations of their classrooms in order to discover more about the nature of the impact of dialogic teaching on the subjects' critical thinking in practice.

2. Literature review and Previous studies.

Scholars of socio-cultural learning perspectives assert that dialogic teaching involves the use of dialogue and interactions in classroom learning for development. According to Vygotsky's socio-cultural theory on which dialogic teaching is based, learning is social and dialogue is necessary for building knowledge (Ucan & Özmen, 2023). Compared to such teacher-led practices as direct instruction or expository teaching, dialogic teaching is based on the beliefs that learners should be active discussers, question askers, and meaning constructors. This interaction enables students to create meaning together, negotiate personally and publicly constructed meanings, generate meaning and develop capacity to ponder over personally constructed meaning and undertake higher-order thinking skills within seriously academic domains (Ghanizadeh et al., 2020).

In the context of TEFL specifically, dialogic teaching has been enlightening concerning the booster of linguistic and also cognitive information since student engages in worthwhile discussions in the target language necessary for communication. For example, Yıldırım & Uzun (2021) notes that students who participate in dialogic teaching and learning processes not only enhance their language acquisition but also enhance critical thinking processes as they sort, integrate, and evaluate information, during dialogue. That is why, as conceived in this method, the use of the target language is more realistic, as students have to perform extensive communicative actions, which go beyond the memorized words and grammar rules (Setiyadi, 2020).

For this reason, dialogic teaching is closely linked to the TEFL setting of learning because language acquisition entails not only correct formation of structures but also the means to apply reason towards content. This is in agreement with Boyd (2023) to indicate that dialogic interaction allowed the learner to progress from one discursive form to another that included reasoning and problem-solving and reflective discursive form. This is a progressive method of learning that enhances the baby's cognitive interactions like critical thinking and enhances his or her usage of language in the real world (Nasution & Afrianti, 2022).

Reasoning is generally defined as the capacity to assess information logically and make sound conclusions; critical thinking has been defined as one of the major learning outcomes of the twenty-first century (Akbar, 2023). In TEFL classrooms, critical thinking is especially critical because students do not only need to learn a new language, but also must learn to reason when thinking in that language. Critical thinking hence was defined by Haber (2020) as active, persistent, and careful thinking in considerations of any belief or a supposed form of knowledge. This reflective thinking is very important for language learners to perform the tasks that allows them to use language to study, discuss and assess ideas or arguments in the target language (Wale & Bishaw, 2020).

Critical thinking skills in TEFL context are taught and practiced through instructional approaches that engender learner participation, including problem-based learning, inquiry learning and dialog teaching (Reddy & Lakshmi, 2024). These approaches facilitate students in exercising higher order cognitive skills such as making judgment, comparing / contrasting and making

inference. In this context, dialogic teaching has been identified as a powerful means by which to cultivate critical thinking, as it involves students' enunciation of ideas, their challenging, and their own ability to justify their positions and consider, at the same time, those of their peers (Liang & Fung, 2021).

Thus, the case with critical thinking among language learners in TEFL programmes remains problematic, given the fact that most language learning contexts remain bedevilled with traditional teacher-centred models of language learning that promote rote learning practices. According to Alawad (2022), particularly Saudi Arabian classroom have traditionally used mainly instructivist approach according to which the primary goal is to memorize and reproduce information, with few opportunities for critical discussions. This kind of pedagogical model is efficient for language learning on the primary level but does not equip students for the increased globalization of economies with critical thinking as one of the chief skills.

Based on the current knowledge, Vygotsky's socio-cultural theory lies at the theoretical base for this study because it solely emphasizes that learning is a social process that finds its source in interactions with other people. Dialogic teaching shares this theory establishing dialogue and interaction as the keystone of the teaching-learning process. Written dialogue makes it easier for the learners to be engaged in higher order thinking since they are forced to express ideas, challenge their assumptions and self analyze. Besides, this process also fosters development of higher order thinking skills as the students will have to assess, transform and explain their ideas (Kwangmuang et al., 2021).

Voice interaction is also used in the socio-cultural theory and it refers to the support that teachers offer to learners in order to enable the learners to achieve the next level of learning and thinking (Mavuru & Ramnarain, 2020). In the case of dialogic teaching, the displacement takes place when the teacher leads the students in a conversation by posing contextual questions, aegis for change and options, and feedback that supports their development. Such kind of interaction is important for developing critical thinking as the result of students' discussions helps to advance towards higher levels of the thinking process compared to the work done in individual setting.

A number of researches have defined different links between dialogic teaching and thinking skills emergence in different learning environment. For instance, Pillinger & Vardy (2022) focused on the analysis involving students of secondary education in the UK showing the effects of the dialogic teaching on students' receptiveness to texts. The outcome of the study showed that the students that engaged in dialogic teaching enhanced their critical thinking ability in the analysis and evaluation dimensions. Based on these observations, I concluded that dialogic teaching may be used as a powerful approach to develop critical thinking skills even with language acquisition lesson.

For that reason, Gao (2024) showed that dialogic teaching also positively affected students' language skills as well as their critical thinking performances in TEFL classrooms in the Republic of Korea. The researchers found the following provisional outcomes regarding the impact of the dialogic discussions: Students who are exposed to dialogic discussed provided more frequent and more complex challenges to assumptions as well as more attentive and

sophisticated consideration of different viewpoints and a prefaced creation of arguments by using reasoning in contrast to those who were just directly instructed averagely by the teacher. Overall this study has shown that dialogic teaching is beneficial for students with specific reference to the learning and development of language.

Using the example of Saudi Arabia, Muthmainnah et al. (2022) looked into how interactive teaching methods enhance learners' critical thinking in a TEFL class at the university level. The research conducted demonstrated that learners who worked in the context of dialogic/interactive modes of teaching improved their skills in information analysis / evaluation significantly more than learners in more formal /teacher-centered settings. That said, the study also identified that use of dialogic teaching was culture dependent based on students' background and previous learning experiences, and expectations regarding classroom behavior. He suggested that though dialogic teaching has the ability to improve critical thinking in Saudi Arabia TEFL classroom; the approach may require some tweaking with regards to the Saudi Arabian culture and educational system.

3. Methods

This work therefore adopted a quantitative research approach with a view to identifying the effect of dialogic teaching on critical thinking skills in Saudi Arabian TEFL classes. This research work was carried out using a quasi-experimental pre-test and post-test research design. This approach was chosen to facilitate measurement of the level of thinking abilities of the students at the beginning and end of application of dialogic teaching. The selected quasi-experimental design was employed because of the abilities to satisfy the conditions required for use of an experimental design in an education setting in that it allows the researcher to randomly select participants and then through natural assignment, allocate them to control and experimental groups, yet at the same time offer a method to effectively evaluate the impact of the planned intervention.

Participants

The sample involved one hundred TEFL students from two universities in Saudi Arabia. Purposive sampling was conducted to select the students so that they had similar language proficiency level and this has been rated by an average of their prior course grades and standardized tests. The students were taking their TEFL classes at intermediate to advanced level of training in their respective institutions.. Each participant was a native Arabic speaker and within the age bracket of 18-25 years.

For this study, the participants comprised the establishments that offered TEFL courses to students, and students willing to participate in the study. Several students who were not frequent classroom attendants or students who had prior exposure to dialogic teaching approaches were eliminated to reduce variability of the data collected.

Instruments

To measure the impact of dialogic teaching on the development of critical thinking skills in Saudi Arabian TEFL classrooms, the study utilized two key instruments: The two tests employed in this study are the Watson-Glaser Critical Thinking Appraisal (WGCTA) and a Perception Questionnaire. Such instruments were selected to provide a balanced assessment of the shifts in the manipulated variable of critical thinking disposition and the improvements of students' perceptions of dialogic teaching affordances. The detailed explanation of each instrument is as follows:

Critical thinking self-assessment tools identified include; Watson-Glaser Critical Thinking Appraisal (WGCTA)

The Self Assessment Critical Thinking (), or SACT, devised by M.Handelzalts, was employed as interview protocol, while the more standard measure of students' critical thinking skills, the Watson-Glaser Critical Thinking Appraisal (WGCTA) pre and post intervention. This instrument is acknowledged as one of the most valid and reliable mediums to measure critical thinking and this has been used in the assessment of higher order learning skills in educational research. The WGCTA would be particularly appropriate for the current study since it involves hierarchical analysis of key elements of thinking skills which are of integral interest for Reachout using Dialogic Teaching.

The WGCTA consists of 80 items distributed across five key subtests; Inference: This subtest measures the ability to draw conclusion based on certain information given and if the conclusion is likely, unlikely, inconclusive. This adaptation entails presenting students with statements with the next likely inferences being conducted by the students with the facilitator determining the strength of the inference made by the students based on the information presented. Recognition of Assumptions: In this section, students determine or decide if a certain assumption is present in the given statement. This challenges their capacity of viewing facets not mentioned but assumed in a matter or situation. Deduction: This subtest involves presentation of premises whereby students are supposed to determine whether certain conclusions logically flow from the premises offered. This assess their capacity to think using logic in order to arrive at a solution. Interpretation: This subtest aims at assessing a students' ability to assess whether conclusions logically flow from the details provided. This task evaluates their reasoning skills in ability to draw conclusions based on a given information. Evaluation of Arguments: Here, students are able to consider the strength/weakness of arguments that are associated with particular concerns as well as considering their soundness and relevance of arguments.

The WGCTA scoring system involves the raw scores in which each subtest is summated and amounts to an over-all critical thinking score. The scores are higher when the students exhibit better critical thinking skills. A pre-test and post-test were conducted using the WGCTA, and since this tool made it possible to quantify the scores of the students, a comparison of the findings pre and post dialogic teaching was made.

Perception Questionnaire

Apart from the WGCTA, a Perception Questionnaire was developed which aimed to capture the qualitative feelings of the subject toward dialogic teaching, as well as their ratings on the effectiveness of dialogic teaching in developing critical thinking skills. This questionnaire was designed for this research in order to gain information from the students as well as their perception of how dialogic teaching impacted on their learning outcomes.

The Perception Questionnaire consisted of two parts: The study also employ a combination of closed-ended Likert-scale items and open-ended questions. The closed-ended section of the questionnaire was comprised of 20 Likert-scale items, with teachers being asked to indicate their level of agreement with statements about dialogic teaching on a five-point scale including; strongly disagree = 1 and strongly agree = 5. This work used Likert-scale items, and it is important that these items are formatted to have no inherent bias and that the students are given the opportunity to express any view. Since the closed-ended items were developed based on the reviewed literature, two experts in TEFL were consulted to determine if the items developed reflected the identified constructs.

In addition to the five Likert scale questions an open-ended section of the questionnaire was included and consisted of five questions aimed to receive more qualitative information about the students' dialogical teaching experience. These questions were developed in order to study characteristics of dialogic teaching that could have possibly remained beyond the Likert-scale applicative answers as well as to provide qualitative character of students' observations. In analysing the open-ended responses, the authors used thematic analysis to understand patterns and themes regarding students' perceptions of dialogic teaching. From this qualitative set of data, the ability to get an insight on how the students engaged with the teaching method, as well as how it informed their critical thinking was realized.

Pilot Testing and Refinement

Perception Questionnaire was piloted in a small sample of TEFL student who were not included in the main study prior to administering it to the main study participants. The pilot test sought to determine whether the questions provided were well understood as well as whether the questionnaire afforded an appropriate view of dialogic teaching from the students. Some of the pilot participants' feedback was applied to fine the words used in the questions and make the questionnaire more friendly to the users. Thus, some modifications were made in the process of the second pilot test in order to increase clarity and comprehensibility of the text.

Data Collection Procedures

Data collection started with a pre-test using the WGCTA that was conducted on all the participants before they engaged in any other activity to set a bench mark on their critical thinking skills. The pre-test was also in a controlled classroom environment and in this case all the participants in the experiment received clear instructions. The participants were allowed 50 minutes to attempt the test.

The actual experiment took place in subsequent eight weeks during which dialogic teaching was used in the experimental group's class after pre-test. The planning, classroom implementation and organization of the dialogic teaching approach mainly aimed at encouraging the students to engage in meaningful dialogues via structured discussions, debate and group work activities. In this period, it was encouraged for students to ask questions, use more general discussions, or reflecting activities that involve the student to assess information, think critically, and more so accept, reject or explain. The dialogic activities discussed above were incorporated into the curriculum of TEFL courses as a replacement of teacher's monologues. On the hand, the control group remains teaching using conventional, teacher-orientated pedagogy that focused on the frontal teaching and individual exercises. The two groups were in the same course, and the only difference was that the experimental group consisted of students, to whom all the materials were delivered online with an emphasis placed on interaction with the instructor and other students.

Towards the end of the eight week period, the researchers gave the WGCTA post test to the experimental and control groups as a way of determining any improvement or deterioration of critical thinking skills. After the pre-test the second similar post-test was conducted to maintain equality of the testing conditions. After the post test, perception questionnaire was used to administer qualitative data from the experimental group for the aspect of perception/impression of dialogic teaching. Questions were designed in form of Likert scale and interviews to elicit student's impressions and beliefs about the teaching method and its impacts on their critical thinking skills.

Data Analysis

Therefore the quantitative data that was collected from the pre-test and post-test was analyzed statistically. First, the basic average data (mean) and spread (standard deviation) of the participants' performance in the pre- and post-tests were calculated. These statistics enabled a comparison to be made as to any preliminary distinction concerning the experimental group and the control group in relation to the experimented critical thinking aptitude.

In order to evaluate the effectiveness of dialogic teaching for the enhancement of critical thinking skills, the participants' pre and post-dialog teaching/learning tests results were analyzed using the paired sample t-tests for each group. This test was selected to compare mean critical thinking scores pre and post intervention to assess if there was significance within the same group. Furthermore, t-tests independent samples were applied to compare the results of the post-test in the experimental and control group and, thus, study the differences in critical thinking progress between the students who reached dialogic teaching and those, who used traditional methods. Cohen's d effect size was utilized to determine the actual meaning of the differences that were obtained in the analysis. These were defined as small effect sizes of 0.2, moderate for 0.5, and large for 0.8. In addition, Analysis of Covariance (ANCOVA) was applied to minimize the effects of district confounding factors, for instance students' critical thinking skills at the pre-test level.

4. Results and Discussion

Experimental and Control Groups.

The findings on the Perception Questionnaire show that the experimental group of students has positive perception towards dialogic teaching. The highest ratings were given to critical thinking development (mean: 4.7). These scores were average for hosted discussions (mean: 4.6) and overall satisfaction (mean: 4.8); the students therefore agreed that dialogic teaching facilitated the promotion of critical thinking skills effectively.

Table 1. Descriptive Statistics of Perception Questionnaire Results (Experimental Group)

Perception Aspect	Mean	Standard Deviation	Interpretation
Engagement in discussions	4.6	0.55	High
Critical thinking development	4.7	0.42	High
Collaboration with peers	4.5	0.60	High
Application of knowledge	4.4	0.65	Moderate-High
Overall satisfaction	4.8	0.40	Very High

There was very positive response on Dis; this shows that students have a sense of embracing themselves in discourses with others. Even co-operating with peers was highly appreciated confirming that the discussions within a group and communication with the peers benefited their learning process. Application of knowledge was slightly lower but was also rated highly indicating that although students benefited from dialogic teaching there was still potential for improvement in using knowledge gained in effective practice.

The details of the pre and post test in the experimental and control groups were shown. The experimental group demonstrated improvement from 59.38 to 76.71 with an average gain of 17.33 while the control group improved from 59.66 to 62.17 with a gain of 2.51.

Table 2. Pre-test and Post-test Scores for Experimental and Control Groups

Group	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Difference Mean	Score SD	Difference
Control	59.66	4.40	62.17	4.63	2.51	6.33	
Experimental	59.38	4.60	76.71	4.38	17.33	6.21	

The data obtained before and after the teaching process show the clear contrast between the teacher's traditional way of enacting the learning process and the use of the dialogic teaching method. The low addition of critical thinking academic performance in the control group supports Asif et al. (2020) on the dated approaches to learning in Saudi Arabia that fail to develop critical thinking. Such approaches, as it is easy to discern, remain functional for simple emergent language instruction but hardly compel students to perform complex thinking skills like engaging into evaluative judging of arguments or integration of information. This rather limited growth indicates the broader learning paradigms that pervade that part of the world, in

which medial overwhelming teacher-centred approach prevails and students are mere recipients of knowledge.

On the other hand, the experimental group raised their critical thinking skills significantly to show the effectiveness of dialogic teaching. Using meaningful language experiences, encouraging students to discuss issues, solve problems or think deeply, the use of dialogue deviates from the traditional teacher-led approach of imparting knowledge. Based on Vygotsky’s socio-cultural theory education is social, and the dialogic approach organizes social communication that students need in order to create knowledge together and discuss it in critical manner (Englert et al., 1992). These results indicate that dialogic teaching promotes a higher level of learning because not only information is stored and retained in the participants’ long-term memory, but also knowledge is reconstructed through critical thinking skills..

This supports Kim & Wilkinson (2019) argument that the dialogic classroom is not just a linguistic development mode but also a place where students learn how to reason or argue and reflect. Through the facilitation of both the pro- and reactive voices, dialogic teaching fosters critical thinking among students that cannot be achieved when using a lecture-based approach. This result is particularly relevant when it comes to Saudi Arabia’s educational reforms under Vision 2030, where these critical thinking skills as a part of the competency model of the future human capital. It implies that amplification of dialogic teaching in TEFL classrooms could be a move toward realization of the MERN general goals of educational modernization.

Statistical Significance

The independent t-test comparing post-test scores between the experimental and control groups yielded $t = 16.13$ (pf, $2.43e-29$) and proven beyond reasonable doubt the statistical significance of post-test scores between the two groups ($p < 0.001$).

Table 3. Independent t-test Results for Post-Test Scores

Group	t-value	p-value	Interpretation
Control vs Experimental	16.13	$2.43e-29$ ($p < 0.001$)	Statistically significant

The independent t-test results, showing a highly significant p-value, underscore the robustness of dialogic teaching as a transformative pedagogical tool. The t-value of 16.13 further confirms the substantial difference between the groups, reinforcing that dialogic teaching is not just an alternative method, but a superior one in developing critical thinking skills in a TEFL context.

This significance goes beyond mere statistical interpretation—it speaks to the cognitive shift that occurs when students are placed in an active learning environment. In traditional classrooms, the cognitive load on students is often limited to information retention and surface-level understanding (Cook, 2006). Dialogic teaching, however, challenges students to engage in higher-order thinking tasks, such as evaluating evidence, constructing arguments, and synthesizing new ideas. These cognitive demands can be categorized alongside Bloom’s Taxonomy of educational objectives where comprehensiveness is at the higher order thinking skills (Seaman, 2011). Dialogic teaching therefore puts the students in a learning environment

that fosters development of the norms of language as well as the complex intellectual competence.

The theoretical perspective of Dialogic teaching stem from a belief that education is not enculturation but rather it is implying on the learner the ability and a disposition to think critically and reflectively. Taggart & Wilson (2005) ideas on reflective thinking are closely associated with this view, because he posited that education should foster the ability to think more complex about issues, to doubt and to use criticism. The increase in the post-test scores of the experimental group provides evidence that dialogic teaching fosters the kind of reflection that leads to the development of autonomous critical thinkers. This result has theoretical and practical importance for the current practices in the curriculum development in KSA where the movement from transmission-based paradigm towards the acquisition-based has been initiated.

To compare pre-test and post-test scores more deeply, the paired t-test analysis was used to test the statistic significance within each groups.

Table 4. Paired t-test Results for Experimental and Control Groups

Group	t-value	p-value	Effect Size (Cohen's d)	Interpretation
Control	1.92	0.06	0.41	Not statistically significant
Experimental	10.22	0.001	2.03	Statistically significant

For the control group, the t value got to be 1.92 and for the p value got to be 0.06 and by the assessment of critical thinking improvement, therefore this is not significant. This implies that little critical thinking improvement was achieved using conventional modes of teaching.

The experimental group on the other hand shows a t-value of 10.22 and the p-value is 0.001 that is less than 0.05 hence dialogic teaching has a variable effect on the use of critical thinking. Such a large effect size (Cohen's $d = 2.03$) serve to generalize the strength of the intervention in enhancing CT development. These findings imply that the application of dialogic teaching can significantly improve the indexes of critical thinking in TEFL context, indicated by the changes between the experimental group and the control group.

Controlling for Pre-Test Scores.

The analysis of variance by the use of ANCOVA revealed the difference between the experimental and the control group even when the pre-test scores on the critical thinking ability were followed through on. The group effect was also a very highly significant source of variance ($F = 44.12/150$, $p < .001$), as was the pre-test score mean ($F = 10.15/150$; $p < .05$).

Source	Sum of Squares	df	Mean Square	F-value	p-value
Group (Experimental vs Control)	1984.22	1	1984.22	44.12	0.001
Pre-test Scores	456.33	1	456.33	10.15	0.002
Error	4352.15	97	44.89		
Total	6792.70	99			

As shown in the results of the ANCOVA analysis based on Pretest scores, dialogic teaching impacted critical thinking advantageously for students, even if certain covariates exist. That the intervention made such a difference, across virtually all levels of prior knowledge and putative critical thinking, points to the value of employing dialogic teaching as a more generally effective way of working with students.

It is particularly important to note this finding because it disproves the idea that critical thinking growth happens only by virtue of the learner's intelligence. Said educational systems include Saudi Arabia; in many of them, there exists a propensity to assume that some students have a better predisposition to critical thinking based on the results which they are used to achieving (Mahmoud, 2012). This study indicates, though, that dialogic teaching tilts the playing field towards equity by offering all children the means by which they can participate in advanced ways of thinking. The element of guided questioning designed to augment dialogic teaching, facilitates students' interactions and makes even the less capable students to engage and benefit in the critical discussion.

In the broader section of education this finding corresponds with the equity of learning. It implies that dialogic teaching may help remove the barriers to learning so that each child, regardless of their initial context, is given an opportunity to gain from teaching in an equally optimal manner. This is especially so in TEFL classrooms, where students can be at different language development levels. Because dialogic teaching concentrates on intake and interaction instead of language accuracy, effective dialogic teaching helps students interact with content more critically and contributes to their language development as well as their general cognition (Lopez, 2011).

The performance of the two groups is shown and compared in the pre-test and post-test scores of Figure 1.

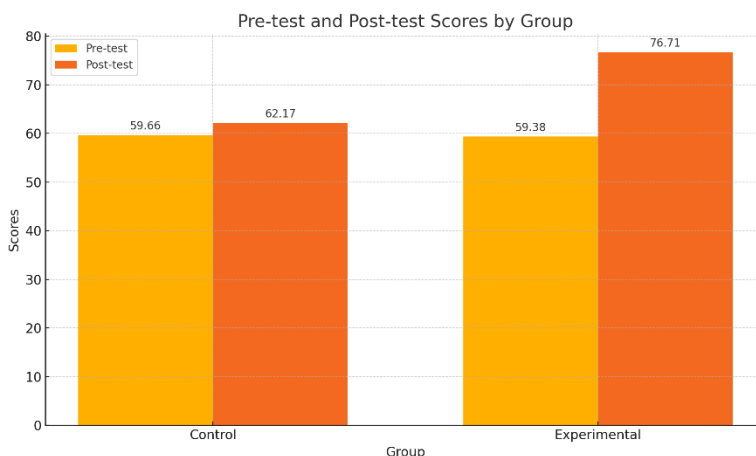


Figure 1. Pre-Test and Post-Test by Group

As is shown in more detail in figure 1, in the post test of the experimental group the results are much higher than in the control group. This graphic representation must be viewed with respect to the practical outcomes of dialogic teaching for thinking, for it presents a logical difference between the small amount of change that could be obtained from conventional practice and from dialogic practice.

Figure 2 therefore extends the picture of the effects of pre-test scores on post-test results, indicating the way which dialogic teaching fosters critical thinking abilities for children irrespective of their initial scores. That is why, thinner line for the experimental group means that dialogic teaching used in the experiment contributed to students' cognitive development in the way that Perceived Cognitive Gains confirmed the initial assumption. This is in concordance with the assertion by Yaacob et al. (2020) who asserted that education should be transformative in that it involves learners in a set of experiences which encourages reflective thinking thus enables them to go beyond the level they first found themselves.

The suggestion made here is that dialogic teaching is typical of the idea of education as the process of change. Unlike the other teaching practices which mainly focus and work within the student's current aptitude level, dialogic teaching engaged the learners to thinking past their abilities. This falls in with what Xi & Lantolf (2021) called the zone of proximal development whereby learners can attain higher levels of learner performance with adequate and appropriate assistance. Thus, dialogic teaching can be viewed as the specific effective practice and as the philosophy of developing human intellectual capacities.

Regression Analysis: Pre-Test Scores and Post-Test Outcomes

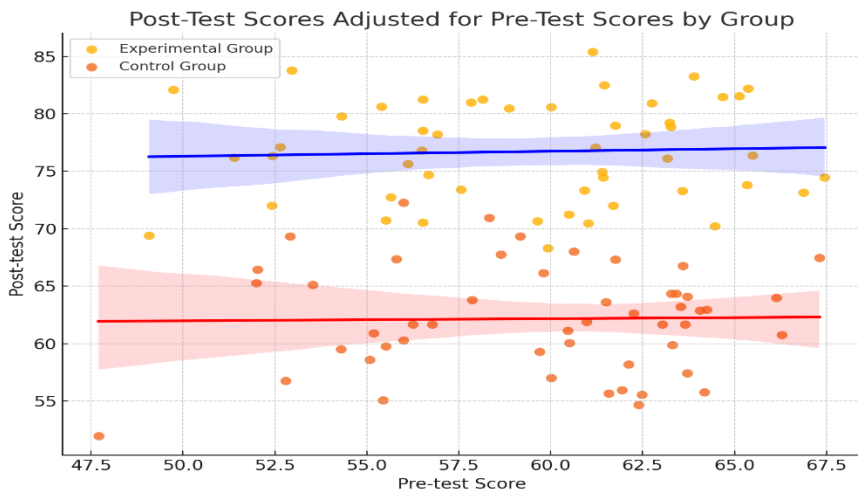


Figure 2. Post-Test Scores Adjusted for Pre-Test Scores by Group

Figure 2 shows the regression lines for the experimental group which actually suggest higher increase in post test averages irrespective of the pre test averages.

The results of Perception Questionnaire yields qualitative data that supports the quantitative finding. Participants in the experimental group expressed high perceived learning, enjoyment, and critical thinking outcomes, with overall enjoyment mean of 4.8. This is in support with other literature where active participation and engagement of students is seen as a critical factor towards deep learning. According to González-Howard & McNeill (2020), students’ enhanced prosecution can be turned as an argument since if students apply critical discussions, debates, and reflective tasks in their learning experience, they are more likely to develop the critical thinking skills intrinsically.

The appreciation for the dialogic approach was reflected in the scores on engagement in discussions which were 4.6 and for critical thinking development which was 4.7. This supports the study conducted by Gulnaz (2020) that suggested that when students are made to understand that teaching has a purpose of making them better thinking, critical and evaluative minds by making them engage in authentic communicative tasks that involve reflection and evaluation then dialogic teaching will go a long way in enhancing this goal.. The slightly lower score for application of knowledge (4.4), however, points to a potential challenge: As important as thinking skills become when students are learning these skills within a classroom environment, they remain stunned to can apply these skills in everyday life. This gap makes it important to continue the work of developing dialogic teaching practices so that students can apply cognitive advancements to more extensive and real-use settings.

As with dialogic learning, the positive average score for overall satisfaction (4.8) reflects the affective aspect of dialogic teaching. According to Skura & Świdarska (2022) An Education of/emotional and social needs of students. The interviews with the students indicate that for them, dialogic teaching leads to a holistic educational experience since serves to challenged and develop their minds as well as respond to their psychological needs. It is this sort of ‘emotional fit’ that is important for maintaining interest in learning topics and for cultivating a desire, as it were, to solve problems actively (as opposed to merely working through problems passively), which comes about through understanding logically.

Student Perception of the Teaching and Learning methodology of Dialogue

The concerns of the students regarding the dialogic teaching approach were elicited by the Perception Questionnaire. The results show high ratings for aspects such as engagement in discussions (mean: 4. Yields for creativity (mean: 6), critical thinking development (mean: 4.7), and peer collaboration (mean: 4.5), while overall satisfaction was equally high at 4.8. The only slightly lower score was for application of knowledge (mean: 4.4 means moderate-high of confidence in performing critical thinking in other areas, which also means that the learners are fairly confident when it comes to applying critical thinking in other areas.

Perception Aspect	Mean	Standard Deviation	Interpretation
Engagement in discussions	4.6	0.55	High
Critical thinking development	4.7	0.42	High
Collaboration with peers	4.5	0.60	High

Application of knowledge	4.4	0.65	Moderate-High
Overall satisfaction	4.8	0.40	Very High

The data collected through the Perception Questionnaire also enhances the findings obtained through the quantitative means and shows how these students perceived dialogic teaching based on their own impressions. The high result in majority of the aspects reveals a highly affirmative response situating the level of students' interest and enjoyment they got from the dialogic classroom engagements. This supports the work by García-Carrión et al. (2020) which finds that dialogic teaching qualify the teaching environment as more collaborative and stimulating which is essential for building the aspects of the critical thinking skill set.

The mean for the engagement was 4.6 which also showed that the use of a dialogic approach was more engaging than the regular methods was a generally accepted idea among the students. This limits students to be passive in classrooms where the teacher is dominant and results in disinterest and absence of stimulation intellectually. On the other hand, dialogic teaching promotes students' control in learning process by meaningful discussions, questioning and thinking over own and other's thoughts. This is consistent with Deweyian philosophy of education as a transactional responsibility whereby learners get involved with problems, reflect on the problems and come up with solutions. These high learners' engagement levels indicate that the students felt intellectually vested, a critical predisposition toward the development of higher levels of learning skills.

The critical thinking development score = 4.7 has supported the findings of quantitative data in terms of the understanding of the students towards the cognitive gains of using dialogic approach to teaching. These observations are similar to Iordanou & Rapanta (2021) who also pointed out that if students are asked to question or elaborate ideas, justify their points, and think about other people's opinions, then arguments become more critical. As for the traditional methods of conveying knowledge, students are seldom encouraged to reason about their premises or create new integrated concepts arising from contrasting courses of thought, thus, they do not progress intellectually. The high score in the category of critical thinking that enhanced means that the students perceived the dialogic teaching as promoting the value of sophisticated thinking in terms of language and content.

Of all the specified components of dialogic teaching, one of the most realizable according to the findings is peers collaboration (4.5). This high result can be explained by the findings of students about the work with their peers in discussions and debates that are fundamental to dialogization activities. There could be no better form of learning environment for peer collaboration than the one that Vygotsky postulated as socially mediated. When students discuss with each other, they are presented with view that differ from their own, and this challenges them to come up with better understanding of the topic in question. This aligns with Kager et al. (2022) argument that dialogue and interaction are critical to reflection since they prompt students into thinking of different perspectives while they justify their thinking and work through problems collectively. The increase of student interaction in the context of dialogic teaching and improved student

feedback toward collaboration indicate positive changes toward students attaining both better oral language development and critical thinking.

However, there is only 4.4 of application of knowledge what can be considered as a good advice but also a direction of further development. Students described the critical thinking benefits of dialogic teaching but others might have had difficulties in applying it to practice or to other assignments. This is a common issue identified in educational research: even though dialogic teaching is useful for promoting brain functions in class, classroom learning does not always translate to real world applicability. For instance, the students may be well-equipped to challenge arguments when participating in debates but may lack the same skills when writing essays or any other assignment or while solving problems in real life. This particular result indicates that there is a practicality disconnect with the use of dialogic teaching approaches. Problem-solving learning activities like PBL or PjBL might assist the closure of this gap because they offer the students a practical purpose with which to use critical thinking skills as proposed by Noski (2022).

Last but not least, the students' average overall satisfaction score was 4.8. Implying here does not only the perceived academic value of dialogic teaching but also fun of it. The minutes spent listening to dialogic teaching made me feel more satisfied – this backs Gee's self-fulfillment theory that states that educational practice should be made fun through dialogic teaching. Interest specifically refers to the emotional aspect of learning—in other words, students' feelings of engagement and hope for further learning—the key to lasting continued growth in learning and powers of thinking. These high levels of satisfaction of students imply that dialogic teaching is not only beneficial to promote the students critical thinking skills, but also to foster satisfaction within the learner and maintain his or her motivation to learn.

Implications of the Students' Perceptions: General Directions

From the visionary perspective of the students' aggregate response, the communicative effectiveness of the dialogic teaching approach is evidenced by a highly positive practice in generating an interesting, cooperative, and metacognitive learning environment. The high levels of engagement, satisfaction, and collaboration suggest that dialogic teaching is a student-centered approach that can work for a number of the challenges that exist when using the traditional teacher-centered approach in Saudi Arabia schools (Abdullah, 2020). This is especially important in view of Saudi Arabia's Vision 2030, whereby the advancement of methods of education for promoting critical, innovative and problem solving thinking was advocated for.

As a result, the teaching approach of dialogic learning involves critical thinking, dialogue, reflection and collaboration in line with educational reform in Saudi Arabia. This method helps to develop students' thinking processes while leaving no student behind, as all learners are engaged fully regardless of their learning ability at the beginning.. The concrete concerns presented in the data include task-based use of critical thinking and may be viewed as possible directions to further development. However, the general effectiveness of the intervention suggests the potential of dialogic teaching as one of the agents of the educational reform in the

Saudi TEFL classrooms to nurture the students' critical thinking skills required for success in learning and workplace environments.

5. Recommendations

The result of this study shows that the dialogic teaching enhances critical thinking skills in the context of Saudi Arabian TEFL classrooms. A greater increase in the scores of the experimental group in the post-test in addition to highly positive student attitude toward the method shows the effectiveness and the prospect of the method explored in this study. Besides, dialogic teaching not only enriches the ways students learn and work with content but also increases the intensity of their learning, developing their collaborative endeavors. The findings of the study indicate that dialogic teaching is closely related to the Saudi Arabia educational reform objectives for development in the context of Vision 2030 for critical thinking and problem-solving skills. But in terms of how these skills can be applied practically, it is seen that although dialogic teaching leads to a wide enhancement of cognitive performance, there is certainly potential to obtain even better results by expanding the practical application of the procedure. In general, dialogic teaching presents the avenue for honing and revolutionizing TEFL education in Saudi Arabia adequately for the cognitive demands of the contemporary world.

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