Title: Integrating Dialogic Teaching Approach with SAMR Model to Develop Form as an EFL Vocabulary Aspect among Preparatory Stage Pupils

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مستخلص:

هدف البحث الحالى إلى التعرف على أثر دمج مدخل التدريس الحوارى مع نموذج SAMR لتنمية الشكل كجانب للمفردات بالغة الانجليزية كلغة أجنبية لدى تلاميذ المرحلة الاعدادية. وقد استخدمت الباحثة التصميم شبه التجريبى ذو المجموعتين.وبلغ عدد التلاميذ الذين اشتركوا فى إجراء البحث ٦٠ طالبا وطالبة مقيدين بالصف الثانى الاعدادى بمدرسة أبو بكر الصديق للتعليم الاساسى التابعة لادارة مدينة السادات التعليمية, محافظة المنوفية. وقد تم تقسيم التلاميذ الى مجموعتين (التجريبية والضابطة) تشمل كل مجموعة منهم ٣٠طالبا وطالبة. وتلقت المجموعة التجريبة التدريس عن طريق دمج مدخل التدريس الحوارى مع نموذجSAMR بينما تلقت المجموعة الضابطة تدريسا عاديا. وتكونت أداة ومواد الدراسة من قائمة مهارات للشكل كجانب من جوانب المفردات باللغة الانجليزية كلغة أجنبية, وإختبار للشكل كجانب من جوانب المفردات باللغة الانجليزية, ودليل للمعلم. وقد تم تطبيق الاختبار على كل من المجموعة التجريبية والمجموعة الضابطة قبل وبعد التجربة وتم تحليل البيانات . وقد أظهرت نتائج الدراسة تفوق المجموعة التجريبية على المجموعة الضابطة فى الاختبار البعدى, وأن دمج مدخل التدريس الحوارى مع نموذج SAMR قد أثبت فعاليته فى تنمية الشكل كجانب للمفردات باللغة الانجليزية كلغة أجنبية لدى تلاميذ المرحلة الاعدادية. وتوصى الدراسة الحالية بضرورة دمج مدخل التدريس الحوارى مع نموذج SAMR لتنمية جوانب المفردات باللغة الانجليزية كلغة أجنبية فى جميع المراحل التعليمية.

الكلمات المفتاحية: مدخل التدريس الحوارى, نموذج SAMR, الشكل كجانب للمفردات باللغة الانجليزية كلغة أجنبية, تلاميذ المرحلة الاعدادية.

ABSTRACT

This study aimed to examine the effect of integrating dialogic teaching approach with SAMR model on developing form as an EFL vocabulary aspect among preparatory stage pupils. The study followed the quasi-experimental design of the two groups. The study participants were sixty second-year preparatory stage pupils enrolled at Abo-Bakr Al-sedeek School for Basic Education, Sadat City Educational Directorate, Menoufiya Governorate. They were divided into two groups: an experimental group (No=30) and a control group (No=30). The participants of the experimental group were taught through integrating dialogic teaching approach with SAMR model, while the control group received regular instruction. The instrument and materials used were a form as an EFL vocabulary aspect checklist, a form as an EFL vocabulary aspect test, and a teacher's guide. The test was administered to both groups before and after the experimental treatment and data were analyzed. The findings of the study revealed that the experimental group outperformed the control group in the post-administration of the form as an EFL vocabulary aspect test, and the integration of the dialogic teaching approach with the SAMR model had proved its significance and effect on developing form as an EFL vocabulary aspect among second-year preparatory stage pupils. This study recommends that dialogic teaching approach should be integrated with SAMR model for developing EFL vocabulary aspects in the different educational levels.

Key words: *dialogic teaching approach, SAMR model, form as an EFL vocabulary aspect, preparatory stage pupils*

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Introduction

The Egyptian Vision 2030 is a long-term strategic plan aligned with Africa Vision 2063 to achieve the principles and goals of sustainable development. The Vision 2030 focuses on eight main national aims, including education and learning languages, particularly English. This is because English is pivotal for competing in the global economy and for building relationships with other countries. Thus, learning English as a foreign language (EFL) is a must for learners all over the world. The English language consists of five aspects and four skills; the five aspects are phonology, morphology, syntax, semantics, and pragmatics. Meanwhile, the four skills are listening, speaking, reading and writing. Those five aspects can improve the four skills of the language. Vocabulary is deeply linked to all aspects of language and the development of all language skills as no language can stand without words and having a large vocabulary is crucial for the achievement of effective communication. Vocabulary is the words that speakers of a particular language use to express their ideas, feelings and emotions.

Vocabulary is an essential element within a language because the meaning is mostly delivered lexically. Hence, attaining the vocabulary of a language widely contributes to learning that language. Acquiring the vocabulary of a language is indispensable for learners as it helps them understand the language and therefore understand what people say. Moreover, vocabulary learning is a crucial process for EFL learners as it helps them acquire proficiency and competence in the target language. Word power enriches the four language skills such as listening, speaking, reading and writing; it enhances attentive listening, mindful reading, fluent speaking and effective writing (Ahmad, 2012; Ghaedi & Shahrokhi, 2016; Susanto, 2017).

Additionally, vocabulary is of great importance to language learning as it is the building blocks that people use in order to express their thoughts, ideas, opinions, feelings and emotions. Vocabulary knowledge helps learners share information, understand others and build personal relationships. Moreover, vocabulary is the heart of communication as without knowing, understanding, and learning the correct use of words, communication will not occur easily, deeply and effectively. Thus, lexical expansion is a primary component for mastering the four skills. Furthermore, vocabulary acquisition is one of the most important factors in educational and professional development of EFL learners as learners with sufficient vocabularies obtain high scores on achievement tests and attain high standards in school (Abdalrahman, 2022; Alqahtai, 2015; Alzahrani and Chaudhary, 2022; Azad and Ahmadian, 2021 and Khodary, 2017). On the other hand, although vocabulary is essential in language learning, lack of vocabulary aspects kowledge is a serious problem for EFL learners (Katasila & Poonpon, 2022).

Bubchaiya and Sukying (2022) illustrated that learners cannot communicate in English fluently and effectively although they have learned English since childhood due to the inability of the learners to remember the vocabulary and its meaning. Moreover, (Afzal, 2019; Bouras & Grine, 2016) clarified that learners have serious problems in learning vocabulary as learners with low vocabulary size are not able to recognize the meaning of new words, memorize and spell new vocabulary, pronounce new words and use words correctly. As a result, learners face difficulty to convey their ideas and opinions, communicate in English effectively, and show low academic achievement in the different courses.

In the same context, (Saengsawang, 2020) stated that vocabulary tends to be a problem for the EFL learners because they are taught in the conventional method where the teacher is the source of knowledge and the learner is merely a recipient of that knowledge. Accordingly, learners tend to be incapable of indicating their needs and expectations in the learning

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process. Besides, learners tend to learn vocabulary through memorizing and retention by repeating, translating, or vocabulary dictation. This method leads to surface learning void of use and practice. Hence, learners forget what they learned quickly and become unable to retain the acquired vocabulary. Another reason for vocabulary shortage is that learners mainly learn English in the classroom and the opportunities of using English language and vocabulary outside the classroom are rare. Consequently, several approaches, models and activities were suggested to enrich the learners' vocabulary. Among these approaches and models are dialogic teaching approach and SAMR model. It is suggested that integrating dialogic teaching with SAMR model will help preparatory stage pupils improve form as an EFL vocabulary aspect.

Dialogic teaching is an instructional approach in which learning occurs through interactive dialogues where the learners exchange their ideas by discussing, reasoning, critical thinking, and voicing their notions. In dialogic teaching, learners and teachers work together sharing the authority and responsibilities to achieve the learning outcomes (Yildirim & Uzun, 2021). Dialogic teaching approach is based on Vygotsky's sociocultural theory which focuses on how knowledge is constructed in the social context of the classroom. To Vygotsky, learning takes place effectively through the learners' talk in collaborative interaction with others, particularly teachers in the context of the classroom (Iqbal, Aurangzeb & Shah, 2021; Lee, 2016; Sedlacek & Sedova, 2017).

Dialogic teaching has been proven to be an influential approach that helps learners improve their language. It allows learners to delve into topics more deeply, connect their responses together, explain their thinking in depth, and participate actively with their peers (Abdelwahab, 2020). Moreover, dialogic teaching strengthens the learners' intellectual abilities, critical thinking, questioning skills, and metacognitive awareness by increasing their amounts of talk in the classroom. It also enlarges the learners' vocabulary and grammar knowledge along with developing their phonological awareness (Yildirim & Uzun, 2021). In the same context, Mercer, Wegerif, and Major (2019) added that dialogic teaching has an essential role in enhancing learners' word choice and helping them understand what to say and how to say it through affording more opportunities for discussions. Thus, dialogic teaching approach has a pivotal role in developing and expanding the metalinguistic understanding of the language.

It is also worth noting that due to the rapid evolution of information and communication technology, radical changes has been made as technology has become an integral part of our lives in general and education in particular. Educators are increasingly replacing traditional teaching techniques or tools with technological ones. They also look for better ways to provide learners with linguistic skills, meaningful communication and culture. One of the technological models and tools that could be integrated into regular teaching environments is SAMR model.

SAMR model is framework that can help educators think about how to integrate technology into their teaching practices in a meaningful way. This SAMR model was developed by Ruben R. Puentedura in 2006. It was used to encourage teachers to enhance the quality of education provided via technology. According to SAMR model, digital technologies can enhance educational practice or make transformations in it. It provides a framework to support educators, curriculum designers and other stakeholders to design, implement, and evaluate learning experiences (Blundell, Mukherjee & Nykvist, 2022; Romrell, Kidder & Wood, 2014).

In relation to the above mentioned explanation, it can be concluded that dialogic teaching approach integrated with SAMR model could be beneficial to developing form as an EFL vocabulary aspect among preparatory stage pupils.

Context of the Problem

The overall framework of National Academic Reference Standards (NARS) (2013) for pre-university education, particularly for language teaching, placed a great emphasis on the necessity of developing a solid vocabulary foundation as a critical component of achieving language proficiency and communicative competence among preparatory stage pupils. It indicated that preparatory stage pupils should be able to understand common words, use appropriate vocabulary in different contexts, and infer meaning from context. Moreover, aligning with language teaching methodologies, the Egyptian Ministry of Education has been promoting the Communicative Language Teaching Approach for EFL which highlights using language for real-life communication and in order to communicate effectively, pupils need extensive vocabulary. Therefore, NARS, by supporting communicative competence, inherently supports robust vocabulary learning.

Moreover, the studies of Alashry, Qoura, and Gohar (2019); Abd ElGany, Zaza, and Amin (2019); Abdel-Rahman (2021); Hassan (2016); Helwa (2017); Khodary (2017); Masoud and Ibrahim (2017); Mohammad, Abdel-Haq, and Al-Hadi (2018); Shalan (2021); and Waer (2021) ensured that form as an EFL vocabulary aspect is one of the major challenges that foreign language learners face during the process of learning a language. These studies indicated that EFL pupils have difficulties in form as an EFL vocabulary aspect as they were found to be unable to:

- convey messages effectively or express ideas in both oral and written forms,

- recognize the meaning of vocabulary which they heard and read,

- write academic paragraphs and have spelling mistakes when they write, and

- use new vocabulary to make correct sentences

Thus, most of the pupils are not capable of expressing themselves or ideas because they do not have the vocabulary needed for effective communication.

To document the study problem, a pilot study was conducted on 30 second-year preparatory school pupils in Al-Hadeen preparatory school, Kom Hamada Educational Directorate, Beheira Governorate on December 3rd of the academic year (2023/2024). The pilot study consisted of an EFL vocabulary test designed by Shalan (2021). The test was administered to the pupils then the obtained results and data were analyzed. The findings of the test analysis indicated that the majority of the pupils have low levels in form as an EFL vocabulary aspect as shown in the following table:

Table (1)

Results of the pilot Study in the EFL Vocabulary Test

Instrument	Total degree	Degree levels	Number of pupils	Percentage
An EFL Vocabulary Test	50	(0-15)	12	40%
		(16-30)	9	30%
		(31-46)	6	20%
		(47-50)	3	10%
		Total	30	100%

Statement of the Problem

Although form as an EFL vocabulary aspect is extremely important, Second-year preparatory stage pupils are at lower levels in this aspect. Thus, the current study tried to apply dialogic teaching approach integrated with SAMR model to develop form as an EFL vocabulary aspect among second-year preparatory stage pupils.

Questions of the Study

The present study attempted to answer the following questions:
1) What are the EFL vocabulary aspects required for second-year preparatory stage pupils?
2) What is the level of second-year preparatory stage pupils in EFL vocabulary aspects?
3) How can dialogic teaching approach be integrated with SAMR model to develop form as an EFL vocabulary aspect among second-year preparatory stage pupils?
4) What is the effect of integrating dialogic teaching approach with SAMR model on developing form as an EFL vocabulary aspect among second-year preparatory stage pupils?

Hypothesis of the Study

-There is a statistically significant difference at the 0.01 level of significance between the mean scores of the control and the experimental groups on the post-administration of the form as an EFL vocabulary aspect test in favor of the experimental group.

Significance of the Study

The significance of current study lied in what it offered to the following:
1) For preparatory stage pupils: it will help them in
-Producing the target words correctly. (Pronunciation)
-Writing the target words properly. (Spelling)

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-Perceiving the prefixes and suffixes in word roots.

-Understanding the entire text.

-Enriching the pupils' vocabulary.

-Improving pupils' language skills.

2) For EFL instructors:

-Providing them with a pedagogical approach (dialogic teaching) and an instructional technology-based model (SAMR model) that can help them develop preparatory stage pupils' form as an EFL vocabulary aspect.

3) For curriculum designers:

-Highlighting the dialogic teaching approach and the SAMR model as being effective and efficient for being integrated in EFL curriculum.

4) For EFL researchers

- The findings of this study may be a starting point for EFL researchers to gain insights and use dialogic teaching and SAMR model in their future research on enhancing students' various skills.

Delimitations of the Study

The present study was delimited to the following:

1) Sixty pupils from second-year preparatory stage pupils at Abo-Bakr Alsedeek School for Basic Education, Sadat City Educational Directorate, Menoufiya Governorate. They were divided into two groups: an experimental group (No=30) and a control group (No=30).

2) Form as an EFL vocabulary aspect required for second-year preparatory stage pupils which were described in the checklist after the approval of the jury members.

3) The experimental treatment took place during the second semester of the academic year 2024/2025.

Instrument and materials

The researcher prepared and used the following instruments and materials:

1) A form as an EFL vocabulary aspect checklist.

2) A form as an EFL vocabulary aspect test.

3) A Teacher's guide.

Definition of Terms

Vocabulary aspects:

Nation (2019, p.17) defined vocabulary aspects as the different pieces of information you need to know to have a complete understanding of a word. These aspects are like the building blocks that you use to construct your vocabulary. Additionally, Schmitt and Schmitt (2020, pp.32-33) defined vocabulary aspects as a list of word-knowledge taxonomy that tells what one should know about a word to use it well. These aspects are divided into three general aspects: form, meaning, and use. Each aspect entails three sub-aspects. The first aspect (form) includes the written form, the spoken form, and word parts. The second aspect (meaning) comprises form and meaning, concept and referents, and associations. The third aspect (use) includes grammatical functions, collocations, and constraints on use.

In the current study, EFL vocabulary aspects are operationally defined as, the ability of second year preparatory stage pupils to recognize and produce the meanings, forms, and uses of words to convey and express their ideas and messages in both oral and written forms.

Dialogic Teaching:

Richards and Schmidth (2010, pp.169) defined dialogic teaching as a type of teaching that focuses on planned and organized conversations among instructors and pupils. It also addresses various teaching and learning issues in order to further pupils' reasoning, examine their thinking and practices, and actively engage them in collaborative planning, decision-making and problem-solving. Moreover, Alexander (2018, p.561) mentioned that dialogic teaching isn't one method, but rather a flexible collection of teaching techniques that, guided by specific principles, help teachers and students communicate more effectively. These techniques aim to both enhance teaching quality and serve broader educational, cultural, and societal goals.

In the current study, dialogic teaching is operationally defined as an instructional approach that based on interactive dialogues among instructors and learners that help second-year preparatory stage pupils enrich their vocabulary aspects knowledge and understand the full meaning of the texts.

SAMR Model:

Puentedura (2014) defined SAMR model as the increasingly complex ways to integrate technology in educational contexts. It provides a framework to support educators, learning designers and other stakeholders to systematically design, implement and evaluate learning experiences.

Further, Hamilton, Rosenberg and Akcaoglu (2016, p.434) defined SAMR model as a four-step approach used to guide teachers how to select, use, and evaluate technology in education. It helps teachers move up from lower to higher levels of teaching with technology.

In the present study, SAMR model is applied through using YouGlish, Lingro, and Google Docs as tools integrated within dialogic repertoires to develop second-year preparatory stage pupils' EFL vocabulary aspects.

Review of Literature

EFL Vocabulary

Language is a complex system composed of several interconnected aspects that work together to shape the broader aspect of language entitled vocabulary. These aspects include: (1) phonology which is the study of sounds in a language; (2) morphology which is the study of word structure; (3) syntax which is the study of sentence structure; (4) semantics which is the study of meaning in a language, and (5) pragmatics which is the study of how language is used in the social context (Tantoun, Elmagasabi & Makhluf, 2021).. Vocabulary is the core component that connects these five aspects. It provides the words which are used in forming sentences, conveying meaning, and communicating with others as it is the foundation upon which language is built. Vocabulary is the collection of words a person knows. It is the building block of a language, allowing us to communicate with each other and convey our thoughts, ideas, and emotions effectively. Rich vocabulary helps learners master English and its four skills which cover listening, speaking, reading and writing (Asyiah, 2017). Vocabulary as an EFL aspect is fundamental for language acquisition and progress. It contributes to the comprehension of both written and spoken language materials. It consolidates the construction of a strong base of language skills. Without adequate vocabulary, EFL learners encounter serious challenges in EFL classes as vocabulary growth is directly connected to EFL achievement and acquisition (Qian & Lin, 2019).

Nature of EFL Vocabulary

According to Goodwin et.al (2018), the term vocabulary is multifaceted. It encompasses a wide range of word-related knowledge and skills. It describes the words a learner understands when they hear or read them (receptive vocabulary), the words a learner produces and uses (Productive vocabulary), the words a learner is actively acquiring (vocabulary learning), and the words a learner does not know. It also describes general vocabulary which is used daily in common contexts, academic vocabulary which refers to the words used in academic settings and formal writing or words specific to a particular field or subject. Additionally, it can describe word-specific knowledge such as definitions, synonyms, antonyms, etymology, word forms and collocations, or word-general knowledge such as metalinguistic awareness, morphological awareness, context-clue skills and paraphrasing.

Significance of EFL Vocabulary

Vocabulary is an important tool for expressing our thoughts and feelings, either in spoken or written forms. Learners having rich vocabulary can speak and write English efficiently as learning vocabulary is a core component while learning a new language (Mohammad, Abdel-Haq & Al-Hadi, 2018). Moreover, Alqahtani (2015) declared that vocabulary learning is central for second language learners as insufficient vocabulary hinders effective communication. Further, the importance of vocabulary appears inside and outside the school as clever students have a large amount of vocabulary items. Additionally, vocabulary plays a crucial role in mastering the four language skills: speaking, writing, reading, and listening. It is essential for teaching and learning a foreign or second language (Alashry, Qoura & Gohar, 2018).

Additionally, Chen (2022) discussed the importance of vocabulary learning for English language learning and teaching from three perspectives: comprehensive language ability, academic achievement, and learning approaches. He stated that vocabulary has a significant role in developing the four language skills especially the comprehension dimension as several studies have proved that vocabulary is an important factor in successful reading and listening comprehension. Also, rich vocabulary is closely related to great academic performance and any lack in vocabulary knowledge affects the learners' academic success. Furthermore, vocabulary is characterized by its open-endedness and lack of rules which means that there is no limit in the number of words in the vocabulary system of a language. On top of that, vocabulary is a continuous process that extends and widens due to borrowing from each other and technological advancement.

Due to the tremendous importance of vocabulary to learning a foreign or second language, several studies was conducted to tackle EFL vocabulary learning and teaching such as the study of Fathi, Alipour and Saeedian (2018) that aimed at investigating the effects of the use of mobile application (app) of Memrise on the second language vocabulary learning and self-regulatory capacity in vocabulary acquisition. The results of the study revealed that Memrise app improved the students' L2 vocabulary learning and self-regulating capacity. Additionally, the study of Rajayi and Maleki (2023) examined the effect of teaching vocabulary through a synchronous social media on EFL learners' vocabulary learning and retention. The findings of the study revealed that the learners of the experimental group who received instruction through Instagram outperformed the learners of the control group who received instruction through the traditional method.

In short, words make the essence of a language as they are the cornerstone for all language main and sub-skills. Vocabulary is an indispensable component of language mastery and any lack in the vocabulary size impedes effective communication and hinders academic

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success. Thus, the more words a learner knows, the more proficient he becomes. As a result, great attention has been paid to look after vocabulary learning and teaching.

Form as an EFL Vocabulary Aspect

Vocabulary has been classified into various types. Lutfiya, Nuraeningsih and Rusiana (2022) divided vocabulary into two types namely receptive vocabulary and productive vocabulary. Receptive vocabulary means the group of words which the learner recognizes and understands when he hears or reads them, but he cannot use them in production. It is the vocabulary that the learners understand when they meet in reading texts but are not used in speaking or writing. Productive vocabulary means the words that the learner knows and uses them in speaking and writing. Receptive vocabulary is about the passive understanding of words, while productive vocabulary is about the active use of them. In the same context, Dakhi and Fitria (2019) classified vocabulary into active and passive vocabulary. Active vocabularies are the words that are understood and used when a situation of speech or writing requires them. In contrast, passive vocabularies are the words that are not completely understood and not used regularly when writing or speaking.

Nation (2013) classified vocabulary into nine aspects and these aspects are derived from three general categories. These categories include: (1) Knowledge of word formation; (2) Knowledge of word meaning, and (3) knowledge of word use. Knowledge of word formation includes the spoken form which means the ability to recognize and produce the sounds of a word, the written form which means the ability to recognize and produce the spelling of a word, and word parts which means the ability to recognize and understand the meaning of prefixes, suffixes, and root words. Knowledge of word meaning involves form and meaning which means the ability to link the form of a word to its meaning, concepts and referents. The third category is knowledge of word use and involves the grammatical functions which means the ability to use a word correctly in different grammatical contexts, collocations which means the ability to use a word with other words that commonly occur together, and constraints on use which means the ability to understand the appropriate context for using a word such as its register and formality. Due to the great importance of form as an EFL vocabulary aspect in improving the leaners' EFL language skills, several researchers applied various strategies and approaches in order to develop these aspects. Among these significant approaches is the dialogic teaching approach.

Dialogic Teaching Approach

Dialogic teaching is an educational approach that emphasizes classroom talk between the teacher and learners in order to help them reach meaningful learning, enhance their thinking and problem-solving skills (Ucan, Ozen, & Serbest, 2023). Alexander (2017) stated that dialogic teaching is a pedagogical approach that utilizes the power of talk to stimulate learners to think, learn, and understand. It enhances the relationship between the teacher and learners and among learners themselves through interactive dialogues. Dialogic teaching differs from monologic talk or what is known as 'Initiation-Response-Feedback' pattern. In monologic talk, teachers act as the whole authority in the classroom, while learners are passive recipients of knowledge. The IRF pattern depends on the teacher's work through asking closed questions to the learners (initiation), then the learner gives an answer to the question (response), and lastly the teacher provides feedback for the given answer (feedback). This reduces the learner's amount of talk leading to limited engagement in classroom (Muhonen et al., 2020). On the other hand, dialogic teaching emphasizes the interaction between the teacher-learner and learner-learner through stating structured questions that demand deep answers and generate more questions in a connected chain of talk (Diyyab, 2022).

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Models of Dialogic Teaching

Dialogic teaching, a pedagogical approach that focuses on the social, interactive, and dialogic nature of learning, is derived from Vygotsky's (1978) sociocultural theory, Bakhtin's (1981) theory of dialogism, and Freire's (1970) dialogue-based educational approach. These theoretical frameworks inspired several researchers pushing them to develop various models of dialogic teaching. These models are Burbules's dialogic teaching, Nystrand's dialogically organized instruction, Resnick's Accountable Talk, Mercer's thinking together approach, and Alexander's dialogic teaching model. All these models highlights the different facets of classroom talk such as teacher-student and student-student talk across various instructional settings such as whole class or small group. They also propose several dialogic interactions and strategies that best describe productive classroom dialogue. Furthermore, they emphasized the importance of the sociocultural aspects along with the cognitive aspects in establishing and enriching a dialogic environment conducive to the use of dialogic interactions and moves by both teachers and learners (Calcagni &Lago, 2018; Ucan, Ozmen, & Serbest, 2023).

Justifications, Principles, and Repertoires of Dialogic Teaching Approach

According to Alexander (2020), classroom talk is essential for multiple reasons. He introduced these justifications as follows:

1- Talk for thinking: there is a close relationship between talking and thinking as verbalizing thoughts leads to formation and clarification of these thoughts.

2- Talk for learning: learning is a social process in which talk is a scaffold that helps learners move from known information to new understanding.

3- Talk for mastery: via interaction and discussion, learners can deepen their understanding within specific subjects or areas leading to their mastery.

4- Talk for communicating: this refers to the pivotal role of language in negotiating and exchanging meaning necessary for regular interaction.

5- Talk for teaching: the structured discussions inside the classroom provide teachers with insights into the learner's thought process.

The pre-mentioned types of talk emphasize the cognitive benefits of dialogic teaching.

6- Talk for relating: talk builds social relationships among teachers and learners.

7- Talk for acculturation: talk allows us the opportunity to share what we have in common with others.

8- Talk for democratic engagement: talk is important for civic participation.

These three types are concerned with the socio-emotional benefits of classroom dialogue.

Dialogic teaching is not a single, defined method rather it is an educational approach that emphasizes the power of dialogue in enhancing learners' involvement in the active construction of knowledge and therefore developing learning within EFL classrooms. It is a comprehensive approach based on an established set of principles that shape classroom dialogue. These principles are the following:

1-Collective: Classroom learning must be a collaborative process that is based on the positive interaction of the learner with the teacher in fulfilling tasks.

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2-Reciprocal: Learners must listen to each other, share their ideas, and consider different perspectives, while teachers must provide equal opportunities for learners to do so.

3-Supportive: In dialogic classrooms, learners must express their ideas freely without being afraid of being embarrassed over providing wrong answers, and they help each other understand.

4-Cumulative: Learners build on their own ideas and others' contributions until reaching a coherent chain of thinking and understanding.

5-Purposeful: Classroom talk is not merely talk rather it is directed to achieve specific learning goals (Alexander, 2018).

All these pre-mentioned principles of dialogic teaching can be applied to different types of talk. Hence, they require a diverse set of repertoires in order to be put into action. Alexander (2017, p. 37-40) introduced six repertoires key to dialogic teaching as follows:

-Repertoire one: Interactive settings

Dialogic classrooms offer three forms of organizational settings for the interaction between student-teacher and student-student including: (1) Whole class teaching (teacher-student), (2) Group work (teacher-student interaction with the teacher leading the sessions), (3) Group work (student-student depending on student's independent work without teachers' interference), (4) One-to-one (teacher-student), and (5) One-to-one (student-student-pair activities).

-Repertoire Two: Everyday Talk

Everyday life talk means any type of talk that is used in daily human interactions. There are six types of talk that empowers and maintains everyday interaction: (1) Transactional talk, (2) Expository talk, (3) Interrogatory talk, (4) Exploratory talk, (5) expressive talk, and (6) evaluative talk. This repertoire stresses the importance of equipping learners with sufficient abilities that enable them to tell and explain things, ask questions in various ways, explore ideas, express feelings and articulate responses, and form opinions and make judgments. Teachers as well need to master and apply different types of talk in order to teach efficiently in dialogic classes.

-Repertoire Three: Learning Talk

In dialogic classes, learners' everyday talk can be enhanced through eleven categories: (1) Speculate, (2) Explain, (3) Imagine, (4) Evaluate, (5) Discuss, (6) Argue, (7) Justify, (8) Question, (9) Analyze, (10) Narrate, and (11) Explore. There are four categories that EFL learners must develop so as to effective talk happens: (1) Learners must listen attentively to what is being said, (2) They should reflect to what they hear, (3) they should allow other time to think, and (4) Respect others' points of view.

-Repertoire Four: Teaching Talk

In repertoire four, teachers as well can manage effective classroom talk through employing the following teaching strategies efficiently:

(1)Discussion: Testing and exploring problems and issues through sharing ideas.

(2) Rote: Repeating facts and ideas.

(3) Instruction: Informing learners about tasks and procedures.

(4) Recitation: Using short questions-and-answer sequences to stimulate learners recall specific information.

(5) Exposition: Clarifying concepts by providing sufficient information.

(6) Dialogue: Reaching an understanding over information through providing structured questions and discussion.

-Repertoire Five: Questioning

In dialogic teaching not only teachers ask questions but also learners must have the opportunity to ask various types of questions and it is the responsibility of teachers to train learners to pose different kinds of questions. Repertoire five offers some techniques for questioning as follows:

- Question Type: includes simple (test) questions with definite answers and authentic questions that aim to explore ideas.
- Response Methods: includes raising hands (bidding) or nomination (calling learners' names).
- Participation: quick questions to the whole class (rotation) or more in-depth discussions with small groups (extension).
- Wait/Thinking Time: includes either immediate answers or provides enough time for learners to think.
- Feedback: comprises both formative feedback that provides guidance for improvement and evaluative feedback that provides judgments of correctness.
- Purposeful Questions: using questions for several reasons such as to elicit prior knowledge, develop understanding, recall information, or manage the classroom.
- Structure of Questions: includes closed questions with only one correct answer, narrow questions which focus on specific points, leading questions which push learners toward specific answer, open questions, and discursive questions which encourage broader discussion.

-Repertoire Six: Extending

This repertoire is not part of the original framework of Alexander's dialogic teaching rather it was added by Michaels and O'connor (2012) after proving its effectiveness. It provides teachers with nine strategies that they can use to help learners do the following:

1) Enhance and share their thinking through allowing learners enough time to think, encouraging them to elaborate, and rephrasing their ideas for clarity.

2) Listen carefully to each other by paraphrasing or repeating others' sayings.

3) Strengthen their reasoning through asking for evidence or offer examples.

4) Connect with others' ideas through asking learners to express their opinions accompanied with reasons, build on existing ideas, and explain other learners' contributions.

This repertoire is a completion of questioning. It helps teacher present discussion topics based on learners' contributions.

Significance of Dialogic Teaching Approach

Beyazbal, Sahin and Kartal (2022) stated that using dialogic teaching in EFL classrooms enhances teaching-learning standards as it is a valuable tool that encourage learners interact with each other and take part in the active construction of Knowledge. Moreover, dialogic classroom improves learners' intellectual skills, critical thinking skills, and verbal information. It also plays a great role in developing the learners' affective domain such as attitude and disposition to persevere (Shongwe, 2021).

Additionally, Chow et al. (2023) illustrated that there are several benefits of applying dialogic teaching approach as it has a powerful role in the learners' language development. Firstly, dialogic teaching improves learners' language competence and enhances novel linguistic resources through allowing learners to work and participate under the guidance of

another expert (scaffolding and mediation). Secondly, dialogic teaching provides teachers with rich meta language which serves in increasing the learners' linguistic awareness and allows them to engage with texts in the target language. Thirdly, dialogic teaching offers several forms of interaction between learners and teachers leading to the enhancement of communication among them. This interaction develops learners' cognitive skills. Fourthly, dialogic teaching enables teachers to use creative activities which encourage learners produce creative discourse.

Also, Alexander (2020) added that dialogic teaching contributes to the development of the cognitive, social, and emotional aspects of learning. It also enriches the 21st century skills such as problem-solving, creative thinking, reflective thinking skills, and critical thinking skills. Further, the active and effective role of the learner in dialogic classes raises his motivation towards learning and therefore improves his academic achievement. Besides, dialogic teaching plays a pivotal role in enhancing the learners' lives in society through helping learners build a democratic attitude and active citizenship awareness.

Due to the fundamental significance of dialogic teaching in several aspects, various studies was conducted to investigate the effect of dialogic teaching approach such as the study of Elhassan and Adam (2017) which aimed at examining the influence of dialogic teaching on developing learners' speaking skills and critical thinking. The findings revealed that dialogic teaching developed the students' argumentation, questioning, and debate skills which in turn enhance their critical thinking and speaking skills. Also, the study of Barjesteh and Niknezhard (2020) intended to inspect the effect of dialogic teaching on fostering the critical thinking mode of students' writing and the practicality of dialogic teaching from EFL learners' perspectives. The results of the study showed that the descriptive and personal mode of the students' writing decreased in the temporal session and it turned to be critical and creative mode. It also indicated that although teachers supported the principles of dialogic teaching, they reported the difficulty of applying dialogic teaching in reality due to some challenges. Besides, Zong, Davies and Wilson (2025) investigated the impact of dialogic intervention on a Chinese rural teachers' and students' stance towards texts. The results asserted the potential of dialogic teaching for engaging rural students, but recommended the need for well-trained teachers and suitable texts.

In short, dialogic teaching approach uses the power of dialogue in order to captivate the learners' attention, enhance their cognition, develop their thinking skills, widen their concepts, and construct and evaluate arguments. Thus, it has an outstanding role in preparing learners for life long education and engagement in societal and democratic affaires. Consequently, several studies utilized this instructional approach to develop various areas and it proved its effectiveness in developing aspects like critical writing, speaking skills, and critical thinking skills.

The Teacher's and Learners Roles in Dialogic Teaching

Dialogic teaching is an instructional approach that uses dialogue to enhance learning and learners' cognitive development. It emphasizes learner involvement in solving problems together through talk. This approach focuses on the interaction between learners and teachers via conversation giving learners more control over their own learning in order to improve their critical thinking skills, question societal norms, help them become aware of power dynamics and seek self-learning. In order to achieve these aims, teachers act as facilitators, guiding discussions to help learners gain a deeper, more critical understanding of the subject matter, ensuring that every learner has an equal opportunity to be heard. Thus, the primary role of a teacher in dialogic classes is to create a learning environment based on dialogue where everyone's voice is valued and taken into consideration (Zhu & Niyozov, 2024).

Alexander (2008) also mentioned that the teacher plays an indispensable role in modeling and scaffolding. Teachers in dialogic classrooms model effective dialogic practices through demonstrating for learners how to articulate their ideas, ask for clarification, think in a logical way, and disagree politely. Teachers also provide scaffolding through helping learners gain these skills themselves, guiding them as they work together to build new knowledge. In dialogic classes, learners play an active and engaging role in the discussions as they are encouraged to participate in dialogue to achieve the best educational goals. In dialogic talk, learners think, ask questions, inquire new perspectives and construct knowledge (García-Carrión et al., 2020). Nowadays, using technology has become a necessity in every field of life and therefore in education and in order to make the best use of the technological tools in education, teachers and curriculum designers developed several models for integrating technology into the learning process. One of these models is the SAMR model. This model offers a systematic integration of technology based on definite procedures to maximize the benefit of the technological tools.

SAMR Model

The SAMR model was introduced by Ruben R. Puentedura in 2006 as part of his work with the Maine learning Technologies Initiative. This model was designed to help educators improve the quality of education through the utilization of technology in Maine (Puentedura, 2006; Romrell et al., 2014). SAMR model is a tool that describes the gradual insertion of technology into education progressing from traditional teaching to a more technology-based one until reaching complete transformation of the learning experience (Puentedura, 2010). The SAMR model is an acronym that signifies the four stages of integrating technology into teaching practices namely Substitution, Augmentation, Modification, and Redefinition. These four levels are arranged into two phases: (1) Enhancement and (2) Transformation. Enhancement includes the first two lowest levels which are Substitution and Augmentation, while Enhancement comprises the two highest levels which are Modification and Redefinition (Cáceres-Nakiche et al., 2024).

Figure (1)

Puentedura's (2006) Substitution, Augmentation, Modification, and Redefinition (SAMR) Model

(Retrieved from: http://www.hippasus.com/rrpweblog/)
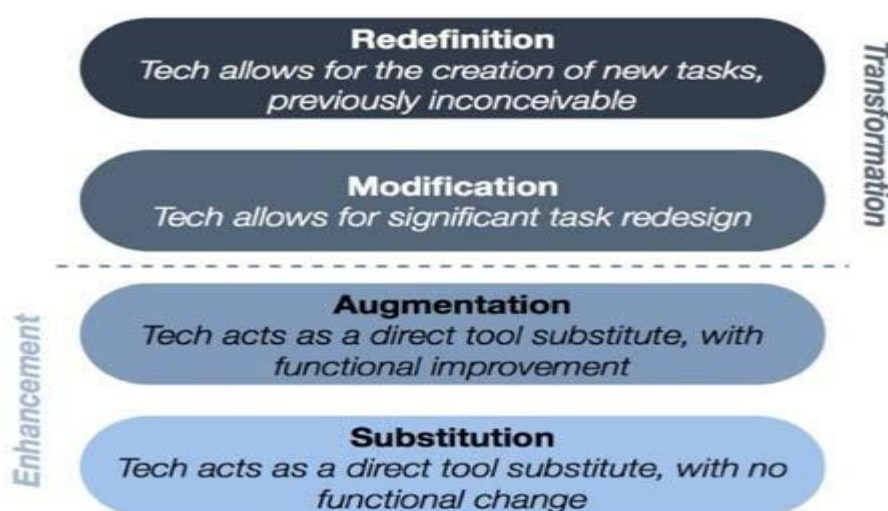
Alivi (2019) described the four stages of SAMR model as follows:

1-Substitution: In this stage, technology replaces the traditional teaching aids without making any digital changes to the activity itself. For example: teachers use interactive whiteboards instead of chalkboards or whiteboards, and learners utilize Microsoft word and Google Docs for writing tasks instead of using papers.

2-Augmentation: This stage looks like the first stage but it provides learners with some additional functions of technology. For instance: learners can use Microsoft word for writing a teaching activity and apply Google Translate for knowing the meanings of unfamiliar words or they can utilize check documents or Grammarly for checking grammar or spelling mistakes. In this level, learners not only use technological tools for fulfilling tasks, but also apply some technological functions.

3- Modification: This level requires learners to employ higher-order thinking skills. Learners in this stage do not only employ technological functions during the activity; rather, they prepare digital-based learning tasks. For example: learners can utilize Google Docs to write a task then share their documents with each other to give their comments and peer online feedback.

4- Redefinition: This level represents the highest level of technology integration. In this stage, technology enables learners to create entirely new learning tasks that would be otherwise impossible. It also fosters creativity in the learning experiences of the learners, motivating them to practice language skills in authentic, real-world contexts. For instance: in developing learners' speaking skills, they may be asked to make a video and upload it to YouTube. Alternatively, teachers can arrange video conferences with native English speakers, providing learners with a practical speaking experience. Another example of redefinition is the use of social media like Facebook for writing skills as learners can write their views in English in a post on Facebook and ask other learners to comment concerning the post. This type of social media use allows learners to interact with worldwide Facebook users.

Advantages of SAMR Model

The use of SAMR model determines the level of technology integration into learning and teaching as it divides technological contribution to the learning task into four stages: Substitution, Augmentation, Modification, and Redefinition. Every level presents the percentage of the technological influence on educational practices. Moreover, applying SAMR model into learning activities is simple and easy as it provides educators with opportunities to integrate technology into various contexts. As a result, SAMR model gained great appeal to it. Additionally, this model supports teachers with a clear way of integrating technology into the learning experience helping them move from merely substitution and augmentation to complete transformation. This shift from enhancement to transformation can boost the learners' interaction and engagement in the learning tasks which keeps up with the 21st century goals of education which promotes critical thinking and creativity. On top of that, the SAMR model motivates educators to rethink the traditional teaching strategies that they follow pushing them towards looking for novel ways of using the unique capabilities of technology instead of imitating old methods. These innovative ways may include collaborative online projects, virtual field trips, or connecting with people globally which leads to enriching the learning experience (Al-Khalidi, 2021; Martin, 2020; Zamri & Mohamad, 2024).

Due to the great merits of SAMR model, several studies adopted it to find out the degree of technology integration into EFL classes as well as investigating its effect on enhancing teaching and language such as the study of Tseng (2019). This study adopted SAMR model to examine the level to which EFL learners enact their TPACK while teaching English with

iPads. The results of the study indicated that the teachers' iPad- based learning tasks were effective in enhancing and transforming their teaching, teachers had to use tablets to deliver the linguistic input to their learners in teacher-centered classroom. Additionally, the study of Krisbiantoro and Ashari (2024) evaluated the influence of SAMR model on enhancing pedagogical practices in English language teaching among university students. The results of the study indicated that many educators remain at the lower stages of SAMR model despite proving its capabilities in improving teaching. Besides, the results highlighted the need for extensive training, supportive policies, and ongoing research to enhance ICT insertion in education. Further, Yaseen et al. (2025) has also studied the impact of ICTs on enhancing secondary school students' higher order learning skills. The study findings revealed that integrating ICTs helped learners become more involved in learning tasks, creative, and think better. Moreover, this study served as addition to the digital pedagogy through proving how ICT integration develops learners' thinking skills understanding and memory. On the other hand, challenges like insufficient resources, untrained teachers, and unequal access were also found.

SAMR Model Tools

Mejias (2019) mentioned that SAMR model can be applied in EFL classrooms through several technological tools. These tools include YouGlish, Lingro, Google Docs, Google Slides, and MoocNote explained as follows:

-YouGlish https://youglish.com/: This tool is designed to improve English pronunciation through the availability of millions of video tracks. It is launched on YouTube that's why it is called YouGlish as it derived from the words 'you' and 'English'. It provides learners an opportunity to notice how native speakers pronounce and used words and phrases in various authentic, real-life situations leading to acquiring the correct pronunciation of vocabulary. This website offers samples of pronunciation in 16 languages: Arabic, Chinese, Dutch, English, French, German, Hebrew, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, and Turkish besides the sign language. On the website, there is a search bar that supports English pronunciation in three accents: Australian, British, and American. Youglish is a web-based tool that's why it can be accessed from any deice with internet connection. It also serves as a video-pronunciation dictionary that offers learners an access to a wide range of pronunciation examples from YouTube. Using YouGlish as an instructional resource shifts the learners' role from passive receivers of knowledge to generators of that knowledge. In order to use Youglish, the learners have to follow some steps. Firstly, the learner must follow the link **https://youglish.com/** to access the website. Secondly, learners should make a list of the words that they would like to acquire their pronunciation. Finally, once learners write the word on the search bar, a list of videos shows under the search bar. Each video includes a title and a length with the possibility of sharing the title link to the original YouTube video. Moreover, each video is accompanied with a transcript below it containing the targeted vocabulary and some additional terms (Minh, 2024).

-Lingro http://Lingro.com/: It is an online dictionary and translation tool that combines several languages. This tool enhances vocabulary acquisition through combining established internet dictionaries with user-submitted content available under a Creative Common License. This platform simplifies the process of learning EFL vocabulary. By motivating learners to learn a word every day, they will build a strong command over vocabulary teaching leading to development of overall communication and writing skills (Kumar et al., 2020).

-Google Docs https://docs.google.com/document/u/0/: It is an online tool that enables EFL learners bring their texts to their mobile phones quickly. In order to use Google Docs, learners

have to insert their Google account, e-mail, or phone number. Learners can use it for tying, editing or commenting on the texts immediately (Mejias, 2019).

-Google Slides https://docs.google.com/presentation/u/0/: It is an online platform designed to enable teachers and learners create and format educational presentations. It cultivates real time collaboration, allowing several users to share and modify these presentations at the same time. Users can also notice the undergone changes while the other users make edits. This dynamic learning environment enhances instant feedback on texts and images, providing learners an opportunity to promptly identify and correct mistakes based on the teacher's input (Leng et al., 2021).

-MoocNote https://moocnote.com/: moocnote is a free tool used primarily to add comments, links, and questions to videos. It also enables users to capture and modify screenshots, extract text directly from videos by copying and pasting them into notes as well as integrating quizzes into video content (Mejias, 2019).

The current study utilized Google Docs, Lingro, and YouGlish as SAMR model tools in order to help second year preparatory stage pupils enhance form as an EFL vocabulary aspect. These three tools were initially introduced to the pupils through an introductory video in the orientation session. This video was followed by guided practice activities then collaborative and independent practice activities to make sure that the pupils mastered the three tools. According to the study participants, these SAMR tools were fun, significant, and beneficial as they played a great role in enhancing the written form, spoken form and word parts.

Due to the great effectiveness of SAMR model tools, several researchers adopted these tools in EFL classes in order to benefit from their positive impact on language development such as the study of Kartal and Korcucus (2020) which aimed at examining the effect of Twitter and YouGlish on enhancing the retention of mispronounced English words as well as investigating the attitudes towards pronunciation and views on using Twitter and YouGlish for improving pronunciation. The study adopted an experimental one group design. 93 preservice teachers were involved in order to conduct the study. A Pronunciation Attitude Inventory, a pronunciation test, and an open-ended survey were used as the study instruments. After 4 weeks of direct observation and note taking of commonly mispronounced words, 70 target words were selected by teacher trainers. These seventy words were sent in seventy tweets accompanied with a link to YouGlish. In order to analyze data, descriptive statistics and ANOVA tests were applied for the quantitative data and context analysis for the open-ended survey. The findings of the study proved that using both Twitter and YouGlish were effective in learning ad retaining commonly mispronounced words and the views of pre-service teachers supported these findings.

Further, Hoang and Hoang (2022) aimed at illustrating the effectiveness of implementing regular collaborative activities through Google Docs on improving EFL academic writing skills. The study adopted a mixed-methods design. The study participants included 24 students at high school. They were enrolled in a fully online EFL academic writing course. A pre-post writing test and semi-structured interviews were used the study instruments. The findings of the pre-post test revealed the effective impact of Google Docs on enhancing students' individual aspects of academic writing such as task response and lexical resources, whereas areas like coherence, cohesion, and grammatical range witnessed slight improvement. Further, the results of the semi-structured interviews indicated the benefits of Google Docs-based collaborative activities in developing EFL writing skills.

Additionally, Kusumaningrum and Pratiwi (2024) investigated the influence of Google Slides on enhancing students' writing skills. The study employed qualitative and quantitative

methods design. The study participants consisted of 36 tenth-grade students enrolled at a Vocational High School in Banyumas, Central Java. A pre-post writing ability test was administered to the study participants in order to evaluate the changes in the writing capabilities of the students. During the intervention, detailed observations of the participants' behaviours and experiences were made. Findings of the study highlighted that Google Slides enhanced the students' writing abilities, while the qualitative observations asserted the benefits of using Google Slides in increasing the learners' motivation and readiness to learn as well as developing vocabulary among participants.

Based on the previously-mentioned studies which tackled SAMR model tools, it was proved that these online tools were effective and powerful in language development. They have a significant impact on enhancing learners' writing skills, pronunciation, and vocabulary. The present study as well asserted the usefulness of Google Docs, Lingro, and YouGlish on developing second-year preparatory stage pupils' form as an EFL vocabulary aspect.

Design of the Study

The present study depended on a mixed-research methodology. It used both the descriptive approach and the experimental one which is based on the quasi- experimental design. The study utilized the descriptive approach in order to determine the important EFL vocabulary aspects appropriate for second-year preparatory stage pupils through reviewing literature and related studies and used the quasi-experimental design to investigate the effect of integrating dialogic teaching approach with SAMR model in developing form as an EFL vocabulary aspect.

Study Participants

The study participants consisted of sixty pupils from second-year preparatory stage pupils at Abo-Bakr Alsedeek School for Basic Education, Sadat City Educational Directorate, Menoufiya Governorate during the second semester of the academic year 2024/2025. The participants were drawn randomly and were divided into two groups: an experimental group (No=30) and a control one (No =30). The size of the study sample was determined by the constant number of pupils who attend school regularly. The experimental group was taught through integrating dialogic teaching approach with SAMR model, while the control group received regular instruction.

Instrument and Materials

The current study aimed at examining the effect of integrating dialogic teaching approach with SAMR model on developing form as an EFL vocabulary aspect among preparatory stage pupils and in order to fulfill this aim, the researcher prepared and applied the following instrument and materials:

- A form as an EFL vocabulary aspect checklist

- A form as an EFL vocabulary aspect test

- A teacher's guide

1) Form as an EFL Vocabulary Aspect Checklist

A) Aim of the Checklist

The form as an EFL vocabulary aspect checklist aimed at determining the most important EFL vocabulary aspects necessary for second-year preparatory stage pupils.

B) Sources of constructing the EFL Vocabulary Aspects Checklist

The form as an EFL vocabulary aspect checklist was based on the following:

- Reviewing literature and related studies concerned with EFL vocabulary aspects such as the study of Nation (2001); Nation (2013); Zang (2016); Emam(2019); Trnova (2023).

- Following the directives of the Ministry of Education for teaching the English language for the preparatory stage.

C) Description of the Checklist

The form as an EFL vocabulary aspect checklist consisted of form as a main vocabulary aspect and its three sub-aspects. The form aspect comprised three components which are the spoken form, the written form, and word parts. Thus, the form as an EFL vocabulary aspect checklist included three sub-aspects.

D) Validity of the Checklist

In order to verify the validity of the form as an EFL vocabulary aspect checklist necessary for second-year preparatory stage pupils, face validity was carried out as follows:

- Face validity: The form as an EFL vocabulary aspect checklist was submitted to a panel of jury members (N=7). They were asked to determine the degree of importance of each aspect and they agreed that the three aspects were necessary and appropriate for second-year preparatory stage pupils.

B) A form as an EFL Vocabulary Aspect Test

A) Aim of the EFL Vocabulary Aspects Test

The form as an EFL vocabulary aspect test was prepared and used by the researcher to measure the pupils' form as an EFL vocabulary aspect. It was used as a pre-posttest. It was applied before the experimental treatment to measure the level of second-year preparatory stage pupils in EFL vocabulary sub-aspects. It was also used as a posttest after the treatment in order to investigate the effect of integrating dialogic teaching approach with SAMR model in developing the pupils' form as an EFL vocabulary aspect.

B) Sources of constructing the form as an EFL Vocabulary Aspect Test

The form as an EFL vocabulary aspect test was constructed depending on the following sources:

- The form as an EFL vocabulary aspect checklist which was approved by the jury members.

- The course directives of the Ministry of Education.

- Review of literature and related studies concerned with EFL vocabulary aspects such as the studies of (Nation; 2001; Shalan, 2021).

C) Piloting the form as an EFL Vocabulary Aspect Test

Thirty participants from second-year preparatory stage pupils were assigned for piloting the pre-posttest. They were neither included in the experimental group nor in the control group. They were from one class, other than the study participants, at Abo-Bakr Alsedeek School for Basic Education, Sadat City Educational Directorate, Menoufiya Governorate during the second semester of the academic year 2024-2025. The test was applied on the pupils on Sunday, 9/2/2025 then the pupils were retested after two weeks on Sunday, 23/2/2025. The aim of piloting the test was to identify the following:

- The duration of the test

- The clarity of instructions and questions of the test

- The suitability of the test questions for the level of pupils

- The validity and reliability of the test

The duration of answering the test was calculated by using the average of time which was taken by pupils in fulfilling the test. It was estimated according to the following equation:

$$\frac{\text{The total time consumed by each pupil (1800)}}{\text{The number of pupils (30)}}$$

Thus, the suitable time allowed for fulfilling the test is sixty minutes.

D) Validity of the Test

The validity of the form as an EFL vocabulary aspect test was measured through two ways: (1) Face validity and (2) Internal consistency validity.

-Face Validity

The form as an EFL vocabulary aspect test was submitted to a panel of jury members (N=7). They were asked to provide their points of view about the clarity of the test questions and instructions, the suitability of the test to the pupils' level in light of the language and length, and how far the test items measures the predetermined EFL vocabulary aspects. Some of them suggested restating some questions and adding an answer key. The modifications were done according to the comments of the jury members (Appendix C).

-Internal Consistency Validity

This type of validity of internal consistency seeks to determine the value of the correlation between the scores of each of the test items separately, sub skills which belongs to and the test as a whole, using the Pearson equation to calculate the correlation coefficient, and the results are shown in the following table:

Table (2)

The Values of the Correlational Validity Coefficients for the EFL Vocabulary Aspects Test Items

Item	Aspects correlation coefficient	Test correlation coefficient	Item	Aspects correlation coefficient	Test correlation coefficient
1: Form					
Q1	0.746**	0.689**	**Q5**	0.731**	0.826**
Q3 (B)	0.821**	0.778**			

** Significant at (0.01)

As illustrated in the previous table, all the test items are related to the aspects which belongs to and the test as a whole at the level (0.01), which indicates that the test has a high degree of validity of internal consistency which means that all the test items were in the same context to achieve the main aim of the test.

Table (3)

The Values of the Correlational Validity Coefficients for the EFL Vocabulary Aspects Test

EFL Vocabulary Aspects	1: Form	2: Meaning	3: Use
1: Form	--	0.785**	0.709**

** Significant at (0.01)

As illustrated in the previous table, all the test aspects are related to each other and the test as a whole at the level (0.01), which indicates that the test has a high degree of validity of internal consistency which means that all the test aspects were in the same context to achieve the main aim of the test.

E) Reliability of the Test

The Cronbach's Alpha and Guttman Split-Half Coefficient techniques were used to determine the reliability of the EFL vocabulary aspects test. The test was applied to a sample of (30) pupils. To calculate the value of the reliability factor for the test, the calculation of the value of the coefficient of Cronbach's Alpha and Guttman Split-Half Coefficient were calculated through using the Statistical Package for Social Sciences (SPSS) program Ver 23, and the results were shown in the following table:

Table (4)

The Reliability of the EFL Vocabulary Aspects Test

EFL Vocabulary Aspects	No. of items	Cronbach's Alpha value	Guttman Split-Half Coefficient value	Sig.
1: Form	**3**	0.784	0.739	High

Accordingly, the previous value of the Cronbach's Alpha coefficient is 0.726 and of the Guttman Split-Half Coefficient is 0.735 which indicates that the test was highly reliable.

F) Ease and Discrimination Coefficients of the Test

The calculation of the ease and difficulty coefficient is necessary in explaining the ease or difficulty of each item included in the test, and the difficulty factor is the percentage of pupils who answered correct answers to the number of total answers on the item, and by using statistical equations to calculate the ease and difficulty coefficients for each of the test items, it becomes clear that the values of ease and difficulty coefficients ranged between (0.26 and 0.74), which indicates that they are appropriate rates of ease and difficulty. Therefore, the values of the ease and difficulty coefficients were acceptable.

Besides, the values of the discrimination coefficient ranged between (0.21 and 0.25). Therefore, it was found out that the current test items have a high ability to distinguish between outstanding and weak pupils. The following table illustrates the results mentioned above:

Table (5)

The Values of Ease and Discrimination Coefficients for the Test Items

Item	Ease coefficient	Discrimination coefficient	Item	Ease coefficient	Discrimination coefficient
1: Form					
Q1	0.74	0.21	Q5	0.62	0.23
Q3 (B)	0.61	0.24			

Results of the Study Hypothesis
Verifying the study hypothesis

The study hypothesis stated that "there is a statistically significant difference at the 0.01 level between the mean scores of the control and the experimental groups on the post-administration of the EFL vocabulary aspect (Form) test in favor of the experimental group" and by applying t-test to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) in the post- administration of the EFL vocabulary aspect (Form) test and determining the statistical significance of the difference between them, the results were as shown in the following table:

Table (6)

t-test Differences between the Participants' Mean Scores in the Post Administration of the EFL Vocabulary Aspect (Form)
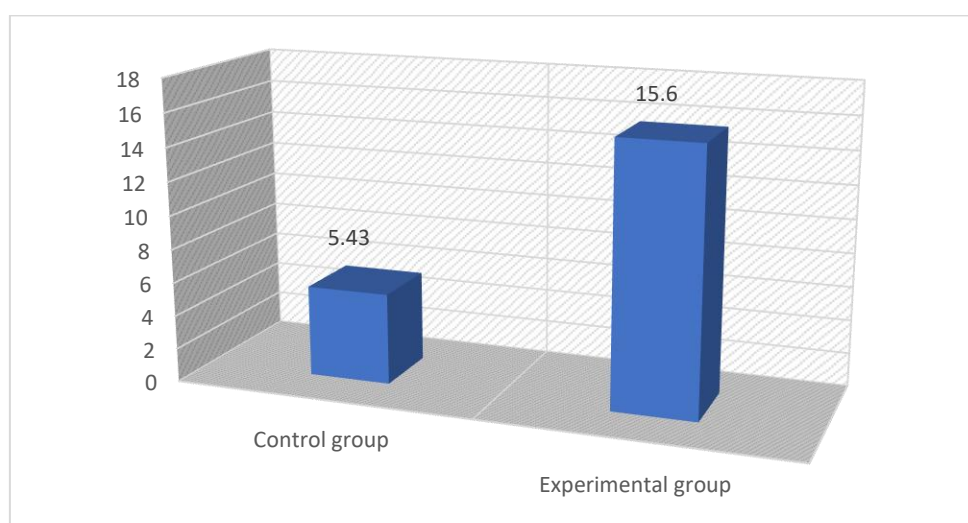
Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	5.43	1.73	58	22.96	sig.	0.01
Experimental	30	15.60	1.69				

* The tabular value of T-test at the level of (0.01) and 58 D.F is (2.66).

According to the results of the previous table, it becomes obvious that the calculated t-value is 22.96, exceeding its tabular value of 2.66 at a degree of freedom 58 at a level of statistical significance (0.01). These results signify that there is a real difference between the mean scores of the study participants in the experimental and control groups in the post administration of the EFL vocabulary aspect one (Form) test in favor of the experimental group. This result can be clarified using the following statistical representation:

Figure (2)

The Statistical Representation of the Study Participants' Mean Scores on the Post-Administration of the EFL Vocabulary Aspect One (Form) Test

Title: Integrating Dialogic Teaching Approach with SAMR Model to Develop Form as an EFL Vocabulary Aspect among Preparatory Stage Pupils

Researcher: Fatma Hassan Ali Kamel Emam

Accordingly, it was certified that there was a statistically significant difference at the ($\alpha \leq 0.01$) level between the mean scores of the study participants of the experimental group that was taught through integrating dialogic teaching approach with SAMR model and the control group that received regular instruction in the post-administration of the EFL vocabulary aspect (Form) test in favor of the experimental group. Thus, this hypothesis was certified.

In order to calculate the effect size of integrating dialogic teaching approach with SAMR model to develop form as an EFL vocabulary aspect among preparatory stage pupils, the statistical significance alone was not enough to determine the importance of the study. Thus, the practical significance and the educational importance of the study results should be clarified by determining the value of the ETA square and its significance and the value of the effect size and its significance so as to determine the contribution of the independent variables in the development of the dependent variable while isolating the influence of other extraneous variables from the results of the experiment. The results are illustrated as follows:

Table (7)

The effect size of Integrating Dialogic Teaching Approach with SAMR Model to Develop form as an EFL Vocabulary Aspect

Group	D. F	t-value	Sig.	ŋ2 value		Effect size	
				value	Sig.	Value	level
Control Experimental	58	22.96	0.01	0.901	Sig.	6.03	Large

Based on the previous results, it becomes clear that the value of the ETA square for the results of the participants of the experimental groups in the EFL vocabulary aspect (Form) test exceeds the value indicating the educational importance of the statistical results in educational and psychological research, which is estimated at (0.15). This indicates the positive size of integrating dialogic teaching approach with SAMR model on developing EFL vocabulary aspect (Form).

Moreover, The effect size also reached (6.03), which is a large (high) level of influence, as the size of the effect is regarded large if its value is greater than or equal to (0.8), which also indicates the practical and educational significance of the results of the study and the high effect of the independent variables on the development of the dependent variable.

Thus, providing instruction through integrating dialogic teaching approach with SAMR model to enhance form as an EFL vocabulary aspect among preparatory stage pupils was greatly effective. The results of the study hypothesis are consistent with results of previous studies, which are concerned with the development of form as an EFL vocabulary aspect such as the studies of (Agrram, Mokhtari & Laaboudi (2024); Aslan & Tutunis (2024); Chow et al. (2023); Djiwandono (2020); Kogan (2024); Mohammadi et al. (2024); Rahmanu & Molnár (2024)).

This effectiveness may be attributed to the following reasons:

1) Using Youglish and listening to the pronunciation of native speakers.

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2) Pronunciation through collaborative activities as classroom discussions permits pupils to hear and repeat new words.

3) Using Google Docs and doing collaborative writing activities make pupils discuss and agree on spelling which in turn reinforces correct forms.

4) Morphological understanding through deconstruction and discussion as through discussion and questioning in dialogic teaching approach, pupils can break down words into their component parts.

Thus, this hypothesis is verified.

Discussion of Results

The purpose of the current study was to develop form as an EFL vocabulary aspect through the integration of dialogic teaching approach with SAMR model among second-year preparatory stage pupils. The results asserted that integrating dialogic teaching approach with SAMR model was effective and influential in enhancing form as an EFL vocabulary aspect as it was obvious that the experimental group outperformed the control group in the post-administration of the EFL vocabulary aspects (form) test. This success may be attributed to the effectiveness of integrating dialogic teaching approach with SAMR model in enhancing form as a vocabulary aspect as dialogic teaching builds a learning environment based on purposeful and interactive talk that goes beyond rote memorization. Dialogic teaching offered the pupils opportunities to encounter and use vocabulary in communicative situations which deepens comprehension. Moreover, discussions among pupils enabled them define, clarify, and negotiate the meaning of new words, building a shared understanding. Also, the several encounters among pupils in dialogic activities led to repeated use and utterance of targeted vocabulary through using them in questioning, responding, and employing words in different contexts. This repetition contributed to keeping these words in their long-term memory.

This effectiveness may also goes to the various types of interaction (Student-student or teacher-student) as the teacher contributed to the reinforcement of vocabulary aspects through modeling the correct usage of words, providing instruction, and offering feedback, while pupils involved in peer discussions and practiced the words independently leading to a metalinguistic awareness of word forms, derivations, synonyms, and antonyms leading to the building of a rich repertoire of vocabulary. Furthermore, SAMR model provided a framework of integrating technology effectively in the learning process through substituting paper dictionaries with online ones which offered quick access to the meanings of words, pronunciation, and example sentences. Also, the use of SAMR tools helped pupils acquire the vocabulary aspects easily and effectively by using Youglish which offered pupils opportunities to listen to the correct pronunciation of the target words through listening to the pronunciation of native speakers. Moreover, Lingro was an effective tool that helped learners recognize the words' meaning and part of speech. Further, using Google Docs as a tool to create rich-content of vocabulary moved learners from passive reception to active creation. The integration between dialogic teaching approach and SAMR model constituted a dynamic and highly effective environment for developing form as an EFL vocabulary aspect as dialogic teaching offered the framework for meaningful language use and interaction whereas the SAMR model provided the technological tools and applications that helped in enhancing, transforming, and extending these interactions. Although integrating dialogic teaching approach with SAMR model had proved its effectiveness in enhancing EFL vocabulary aspects among second-year preparatory stage pupils, the researcher faced some obstacles while conducting the experimental treatment as: 1) the pupils' dropout from school as there was a significant rate of absence in the classroom as pupils highly depend on private courses. 2) Only a small number of pupils possess phones, which made it difficult to implement

SAMR tools to all pupils. The researcher overcame this by bringing her own laptop and training the pupils on it. 3) There was ethical decline among pupils, as there was difficulty in controlling the classroom due to their misbehavior. 4) The majority of pupils were unwilling to listen to the sessions, and some engaged in disruptive behavior. The researcher overcame this by encouraging and awarding the pupils. The results of the current study may be interpreted to the following:

-there is a statistically significant difference at the 0.01 level between the mean scores of the control and the experimental groups on the post administration of the EFL vocabulary aspect (Form) test in favor of the experimental group.

Conclusion

The present study integrated dialogic teaching approach with SAMR model targeting the development of form as an EFL vocabulary aspect among second year preparatory stage pupils. Although the duration of the experimental treatment was not long, the results of the post –administration of the test asserted that the selected pedagogical approach (dialogic teaching with its repertoires and principles) was beneficial and effective. Also, the application of the SAMR tools (Google Docs, Youglish, and Lingro) during the sessions had a vital role in improving the pupils' form as an EFL vocabulary aspect. Based on the previous study results, it is hoped that dialogic teaching approach integrated with SAMR model tools will be utilized when designing English courses at various educational levels.

Recommendations

On the basis of the results of the study, it is recommended that:

1- Dialogic teaching approach should be integrated with SAMR model in developing EFL vocabulary aspects in the different educational levels.

2- EFL instructors should receive professional training on how to use dialogic teaching approach with SAMR model to enhance EFL vocabulary aspects among preparatory stage pupils.

3- Technological resources such as computers, internet connection, and relevant apps should be allocated in schools in order to implement SAMR tools effectively.

4- Dialogic teaching principles (collective-reciprocal-supportive-cumulative-purposeful) should be applied in EFL classrooms.

Suggestions for Further Research

The present study is considered a starting point for further research related to its primary topic as:

1- Investigating the effects of integrating dialogic teaching with SAMR model in developing overall language proficiency.

2- Exploring the effectiveness of integrating dialogic teaching approach with SAMR model in developing EFL vocabulary aspects on low and high achievers.

3- Examining the effect of other educational approaches and models on enhancing EFL vocabulary aspects among preparatory stage pupils.

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