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Integrating Dialogic Literary Argumentation and Metacognitive Strategies as a Means for Enhancing EFL Literature Education in Algeria

A Thesis Submitted in Fulfillment of the Requirement for the Degree of Doctorate in Didactics of Literary Texts

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Declaration

I hereby declare that the work presented in this thesis entitled: 'Dialogic Literary Argumentation and Metacognition in Teaching Literature' is my own, and all sources have been duly acknowledged. This thesis has not been submitted, either in whole or in part, for any degree or qualification at any other university or institution.

Name: SAADI Takoua

Dedication

To my parents, Keltoum and Heidra, who taught me the value of education and hard work, they have been there for me all along this journey.

*****

To my husband, Inaam for your patience, extended help, and understanding during the late nights, and the anxiety.

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List of Acronyms and Abbreviations

AL: Application of Learning

AMS: Argumentation Metacognitive Scaffolds

CA: Critical Analysis

CR: Conceptually Rich

DLA: Dialogic Literary Argumentation

EFL: English as a Foreign Language

ESL: English as a Second Language

EV: Evaluation

IC: Instructional Conversations

IRF: Input, Response, Feedback

L2: Second Language

MN: Monitoring

PD: Professional Development

PL: Planning

PR: Personal Reflection

SLA: Second Language Acquisition

SQ: Self-Questioning

UHBC: University Hassiba Benbouali Chlef

ZPD: Zone of Proximal Development

Abstract

There has been extensive research on developing sophisticated approaches to teaching literature, particularly in foreign language education. One notable model is dialogic literary argumentation. Additionally, the study of students' increased awareness of their learning has received considerable attention from educational psychologists, with an ongoing focus on maximizing student engagement to create lifelong learners. This thesis investigates the practical integration of dialogic literary argumentation and metacognitive strategies to enhance EFL literature education in Algerian higher education, specifically addressing current challenges with dialogic teaching. The central research question is: "How does the integration of dialogic literary argumentation and metacognition impact teaching and learning outcomes in EFL literature classes?" This research also examines how this combined approach affects student engagement, critical thinking, and argumentation skills. To answer these research questions, the thesis employs an action research methodology with a mixed-methods approach. Initially, interviews were conducted with English teachers from Algerian universities to identify challenges in teaching literature dialogically. Following this, a teaching experiment was carried out with a sample of thirty (30) third-year English license degree students from UHBC, implementing a new approach to address the issues highlighted in the interviews and test the program's effectiveness in student engagement, critical thinking, and argumentation skills. Data collection during the teaching experiment included classroom video recordings, transcripts, observations, questionnaires, and assessment practices. The research followed an exploratory sequential design, beginning with a qualitative analysis of each section of the teaching experience, followed by quantitative analysis using surveys and manual calculations with scoring rubrics or Python programming. Data analysis revealed significant challenges in adopting dialogic teaching methods, including a detachment from didactical practices and student disengagement. However, the integration of dialogic literary argumentation and metacognitive strategies significantly improved student engagement, critical thinking, and argumentation skills, providing a hopeful outlook for the future. The findings suggest the need for comprehensive teacher training and curriculum reforms to foster interactive and meaningful learning environments, thereby enhancing student engagement and interest in literary studies. The study also highlights the powerful interconnectedness between dialogic literary argumentation and metacognitive scaffolds, making the conclusions even more compelling. The study concludes with recommendations for the practical application of this fusion approach and suggests future research to explore its long-term impacts and broader applicability in different educational contexts.

Key Words: Literature Education; Student Engagement; Critical Thinking; Epistemic Thinking; Dialogic Argumentation.

Abstract

ملخص

كان هناك بحث واسع حول تطوير أساليب متقدمة لتدريس الأدب، لا سيما في تعليم اللغات الأجنبية. ومن النماذج البارزة في هذا المجال هو ما يعرف بالجدال الأدبي الحواري. بالإضافة إلى ذلك، حظيت دراسة زيادة وعي الطلاب بتعلمهم باهتمام كبير من علماء النفس التربوي، مع تركيز مستمر على زيادة تفاعل الطلاب مع المواد لخلق متعلمين مدى الحياة. تبحث هذه الأطروحة في التكامل العملي بين الحجج الأدبية الحوارية والاستراتيجيات فوق المعرفية لتعزيز تعليم الأدب في اللغة الإنجليزية كلغة أجنبية في التعليم العالي الجزائري، مع التركيز بشكل خاص على التحديات الحالية المتعلقة بالتعليم الحواري. والسؤال البحثي المركزي هو: "كيف يؤثر تكامل الجدال الأدبي الحواري والفوق معرفية على نتائج التدريس والتعلم في فصول الأدب في اللغة الإنجليزية كلغة أجنبية؟" كما يفحص هذا البحث كيف يؤثر هذا النهج المشترك على تفاعل الطلاب وتطوير مهارات التفكير النقدي والجدال. للإجابة على هذه الأسئلة البحثية، تستخدم الأطروحة منهجية البحث الإجرائي مع نهج متعدد الأساليب. في البداية، تم إجراء مقابلات مع معلمي اللغة الإنجليزية من الجامعات الجزائرية لتحديد التحديات التي تواجه تدريس الأدب بطريقة حوارية. بعد ذلك، تم إجراء تجربة تدريسية مع عينة مكونة من ثلاثين (30) طالبًا من طلاب السنة الثالثة في درجة الليسانس لغة إنجليزية من جامعة حسيبة بن بوعلي الشلف، لتطبيق نهج جديد لمعالجة المشكلات التي تم تحديدها في المقابلات واختبار فعالية البرنامج على تفاعل الطلاب وتطوير مهارات التفكير النقدي والحجج. تضمنت جمع البيانات أثناء التجربة التدريسية تسجيلات فيديو للحصص الدراسية، نصوص، ملاحظات، استبيانات ,وممارسات التقييم. اتبع البحث تصميم استكشافي تسلسلي، حيث بدأ بالتحليل النوعي لكل قسم من التجربة التدريسية، تلاه التحليل الكمي باستخدام الاستبيانات والحسابات اليدوية باستخدام جداول التقييم أو برمجة بايثون. كشفت تحليل البيانات عن تحديات كبيرة في تبني أساليب التعليم الحواري، بما في ذلك الانفصال عن الممارسات التعليمية وتراجع تفاعل الطلاب. ومع ذلك، فإن تكامل الجدال الأدبية الحوارية والاستراتيجيات فوق المعرفية حسن بشكل كبير من تفاعل الطلاب وتطوير مهارات التفكير النقدي والجدال، مما يوفر نظرة متفائلة للمستقبل. تشير النتائج إلى الحاجة لتدريب شامل للمعلمين وإصلاحات في المناهج الدراسية لتعزيز بيئات تعلم تفاعلية وذات مغزى، مما يزيد من تفاعل الطلاب واهتمامهم بالدراسات الأدبية. كما تسلط الدراسة الضوء على الارتباط القوي بين الجدال الأدبي الحوارية والدعائم فوق المعرفية، مما يجعل استنتاجات الدراسة أكثر إقناعًا. تختتم الدراسة بتوصيات لتطبيق نهج التكامل هذا في الممارسة وتدعو إلى إجراء أبحاث مستقبلية لاستكشاف آثاره طويلة الأمد وإمكانية تطبيقه على نطاق أوسع في سياقات تعليمية مختلفة.

الكلمات المفتاحية: تعليم الأدب؛ تفاعل الطلاب؛ التفكير النقدي؛ التفكير المعرفي؛ الجدال الحواري.

Résumé

Il y a eu de nombreuses recherches sur le développement d'approches sophistiquées pour l'enseignement de la littérature, en particulier dans l'enseignement des langues étrangères. Un modèle notable est l'argumentation littéraire dialogique. De plus, l'étude de la prise de conscience accrue des étudiants concernant leur apprentissage a reçu une attention considérable de la part des psychologues de l'éducation, avec un focus continu sur la maximisation de l'engagement des étudiants pour créer des apprenants à vie. Cette thèse examine l'intégration pratique de l'argumentation littéraire dialogique et des stratégies métacognitives pour améliorer l'enseignement de la littérature en EFL dans l'enseignement supérieur algérien, en abordant spécifiquement les défis actuels liés à l'enseignement dialogique. La question centrale de la recherche est : "Comment l'intégration de l'argumentation littéraire dialogique et de la métacognition impacte-t-elle les résultats d'enseignement et d'apprentissage dans les cours de littérature en EFL ?" Cette recherche examine également comment cette approche combinée affecte l'engagement des étudiants, la pensée critique et les compétences en argumentation. Pour répondre à ces questions de recherche, la thèse utilise une méthodologie de recherche-action avec une approche mixte. Au départ, des entretiens ont été menés avec des enseignants d'anglais des universités algériennes pour identifier les défis de l'enseignement de la littérature de manière dialogique. Ensuite, une expérience d'enseignement a été réalisée avec un échantillon de trente (30) étudiants de troisième année en licence d'anglais de l'UHBC, mettant en œuvre une nouvelle approche pour résoudre les problèmes soulignés dans les entretiens et tester l'efficacité du programme sur l'engagement des étudiants, la pensée critique et les compétences en argumentation. La collecte de données pendant l'expérience d'enseignement comprenait des enregistrements vidéo des cours, des transcriptions, des observations, des questionnaires et des pratiques d'évaluation. La recherche a suivi un design séquentiel exploratoire, commençant par une analyse qualitative de chaque section de l'expérience d'enseignement, suivie d'une analyse quantitative utilisant des enquêtes et des calculs manuels avec des grilles d'évaluation ou des programmes Python. L'analyse des données a révélé des défis significatifs dans l'adoption des méthodes d'enseignement dialogique, notamment un détachement des pratiques didactiques et un désengagement des étudiants. Cependant, l'intégration de l'argumentation littéraire dialogique et des stratégies métacognitives a considérablement amélioré l'engagement des étudiants, la pensée critique et les compétences en argumentation, offrant une perspective optimiste pour l'avenir. Les résultats suggèrent la nécessité d'une formation complète des enseignants et de réformes des programmes pour favoriser des environnements

d'apprentissage interactifs et significatifs, augmentant ainsi l'engagement des étudiants et leur intérêt pour les études littéraires. L'étude souligne également l'interconnexion puissante entre l'argumentation littéraire dialogique et les supports métacognitifs, rendant les conclusions de l'étude encore plus convaincantes., L'étude se conclut par des recommandations pour l'application pratique de cette approche fusionnée et suggère des recherches futures pour explorer ses impacts à long terme et son applicabilité plus large dans différents contextes éducatifs.

Mots clés : Enseignement de la littérature ; Engagement des étudiants ; Pensée critique ; Pensée épistémique ; Argumentation dialogique.

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General Introduction

Teaching literature in English as a foreign language (EFL) presents unique challenges and opportunities. There has been increasing interest in pedagogical approaches beyond traditional methods in recent years. With the growing need to cultivate students' interest in literature, many techniques have been presented to address the problems that arise in literature classrooms. The field of teaching English as a foreign language, in particular, undergoes a lack of interaction with literature due to the misunderstandings of its relevance; students at the University level pertain that language learning has nothing to do with literary studies, especially in the global way we are integrating it. The teaching of literature to understand the target language culture falls victim to the assumption that culture is a mere representation, not an end in itself. In addition, in Algerian EFL higher education, there is a module specifically dedicated to cultural and civilization studies. Furthermore, teaching literature in EFL to introduce literary theories became plain because students did not want to know more about periods that had been long gone. The question that arises here is the objective of teaching literature in EFL and how to attract students to be more interested in such dynamic material.

There has been an increasing shift in literary studies from traditional perspectives of literary understanding to more reader-in-focus analysis. In this case, the students are the ones who spur meaning in texts, making them more approachable by presenting several personal perspectives. This shift caused teachers to be anxious about relinquishing control of literary interpretation, fearing that the classroom would become a personal exhibition of students' random reviews. Especially since the new trend is that literature is bound to society and personal themes. In this case, the teachers would have to let students express the different angles of their societal norms in relation to the various backgrounds illustrated in the literary work. As a result, the tension of how to present literature in the EFL context became a dilemma. However, solutions have been proposed by many researchers in the field, and most importantly, the introduction of the concept of dialogic teaching. Originating in Bakhtin's theory, researchers suggested the use of dialogue, so instead of setting the classroom as a stage for earache student to provide their personal views, the generation of meaning arises from interactions between individuals and makes it more interesting. This interchange is facilitated through different media tools. The trend of dialogism in teaching literature sounded very promising, posing many advantages on the way. There has been a noticeable detachment from monologic teaching, where one voice is the interpretable authority, and we moved more to an interrelationship discourse that encourages multiple voices in the classroom. The latter approach was proven beneficial for students' foreign language development. Collaboration in meaning-making led to expanding students' four language skills. Moreover, the nature of dialogic teaching's reciprocal communication and cumulative idea-building characteristics helped foster students' tolerance and respect in classrooms, offering more flexibility and diversity in classroom settings. As a result, research found a more prominent impact on students' cognitive development. Through dialogue and exchanging ideas through extensive inquiry, there was a tendency to use higher-order thinking processes; this brought more attention to learners' cognitive and metacognitive skills.

In parallel with the continuous tryouts to maximize the benefits of implementing contemporary approaches to teaching literature, there was an increased and ongoing emphasis

on epistemic thinking. Many researchers pointed out the extreme relevance of developing students' metacognitive awareness. The students must grasp the relevance of applying any approaches in the classroom. The exploration of metacognitive strategies dates back to the 19th century, encompassing studies by many researchers like Gadamer and John Flavel. The comprehension of and management of cognitive processes, including managing and influencing students' attitudes towards learning, proved to be crucial in many contexts, such as language acquisition, increasing students' academic success, self-regulation, independence, learning autonomy, self-efficacy, and argumentation skills; the latter was further developed in recent studies integrating metacognitive scaffolds to enhance students' argumentation processes, especially in correlation with constructive responsive reading. The aim is to boost students' capacity to anticipate task performance and evaluate their learning. The premise is to cultivate this awareness, whether explicitly or using an infusion approach where the integration of metacognitive strategies would be implicit within the subject matter. Unfortunately, even though dialogic instruction was a divergent method of teaching literature, it showcased many challenges. Among the prominent handicaps is the premise of always returning to traditional methods, especially after longitudinal instruction, mainly due to curriculum constraints and the students' difficulty in uttering meaningful arguments. Departing from the latter issue, the interest moved to focus on argumentation skills and their effective integration within dialogism. By refining students' argumentation and presenting argumentation schemas, researchers seemed to address the issues of ill-structured classroom conversations in literary classes, with students providing more well-based and justifiable interpretations. However, the issue of interest in literary studies persisted, especially with teachers' insufficient training in implementing dialogic argumentation in their classrooms.

The latest premise in the realm of literature teaching was proposed by Seymour et al. (2020). These researchers took everything previously discussed and turned it into a method that covers it all. In this approach, they proposed addressing the question of the objectives of teaching literature. They advanced a target that alters from merely teaching about literature to teaching about and from it. The objective became not teaching literary theories and pre-determined interpretations of literary texts; instead, it turned to understanding what it means to be human together. Consequently, the main objective is to take positions regarding what must be done in our world to bring changes that make the world a better place, especially regarding the dispositions regarding justice. Students take positions regarding the discussed literary works and then consider how to implement them in their lives and communities. The suggested method looks at whatever happens in a literary work as having a similar situation in the readers' lives. Also, the presented perspectives based on the reading of the literary works are open to change as a result of the contemplation of others' arguments in the classroom. Through different classroom observations, Seymour et al. (2020) put forward the necessary guidelines for implementing dialogic literary argumentation; this approach overcame the issues of the objectives of teaching literature. Through the focus on literature gaining meaning through our use of it and our loyalty to collaborative discussions on people's choices and how they affect outcomes, Seymour et al. (2020) found that it gained a much broader sense and relativity to students' interests.

Despite the recognized benefits of the approach mentioned earlier and the advantages of literature in enhancing language proficiency and critical thinking, EFL literature

instruction often needs more than surface-level comprehension and rote memorization, especially in Algerian higher education. A significant gap exists in applying interactive and reflective teaching strategies that promote critical engagement and autonomous learning. This research addresses the need for innovative pedagogical models incorporating dialogic literary argumentation and metacognitive practices to enhance literature teaching and learning outcomes. To attend to the current gap in the integration of dialogic literary augmentation in teaching EFL literature, while it tackled the issues of students' skills in argumentation and engagement with literature, it neglected the side of the awareness and regulation of one's cognitive processes, which is another area with significant educational benefits. Research explicitly examining the combined application of dialogic literary argumentation and metacognition in EFL literature contexts is limited. This thesis seeks to fill this gap by providing empirical evidence and practical insights into their integration.

The primary objective of this research is to develop and evaluate a teaching model that integrates dialogic literary argumentation and metacognition to improve EFL literature education in Algerian Higher Education; this leads us to the central research question:

"How does the integration of dialogic literary argumentation and metacognition impact the teaching and learning outcomes in EFL literature classes in Algerian higher education?"

To further explore this central question, the study also addresses the following sub-questions:

- What are the current problems facing instructors in teaching literature dialogically in Algerian EFL higher education?
- How does integrating dialogic literary argumentation and metacognitive strategies affect student engagement in EFL literature classes?
- How do these strategies affect students' critical thinking and ability to construct well-supported arguments?

From the research questions mentioned earlier, it is hypothesized that:

- The integration of dialogic literary argumentation and metacognition would positively affect teaching and learning outcomes in EFL literature classes in Algerian Higher Education.
- Literature teaching in Algerian EFL higher education faces several issues, especially in implementing dialogism.
- Integrating dialogic literary argumentation and metacognitive scaffolds might solve some of our problems and positively affect students' engagement in EFL literature classes.
- The new teaching strategies would impact students' critical thinking and ability to construct compelling arguments while reading literary texts.

This thesis utilizes an action research framework incorporating qualitative and quantitative methods to address the research questions. Initial interviews were conducted with English teachers at Algerian universities to identify challenges in teaching literature through dialogue. Subsequently, a teaching experiment was conducted with a sample of English students from UHBC to implement and evaluate a new approach. This experiment aimed to improve student engagement, critical thinking, and argumentation skills. Data collection during the teaching experiment involved video recordings of classroom sessions, transcripts, observations, and assessment practices. An exploratory sequential design was employed,

beginning with a qualitative analysis of each section of the teaching experience, followed by quantitative analysis using surveys and manual scoring with rubrics or Python programming. Utilizing an action research approach to introduce and assess novel teaching methods within EFL literature courses with its implementation plan of planning, acting, observing, and reflecting is suitable for this study because of its focus on practical improvement, interactive nature, flexibility, collaboration approach, context-specific insights, and reflective practices.
The research starts with interviewing five literature teachers from different Algerian Universities, selected to represent diverse backgrounds and experiences in teaching literature in Algerian higher education. This diversity ensures a comprehensive analysis of the teachers' current challenges in implementing dialogic teaching in EFL literature classrooms. Since the case study sample was chosen from an Algerian university, we wanted to know what issues teachers face in implementing a dialogic method in literary studies.

After recognizing the essential problems of teaching literature dialogically in Algerian EFL higher education, we started investigating the integration of the fusion approach between dialogic literary argumentation and metacognition and how it could address the previously mentioned problems in teaching literature in EFL Algerian higher education. The second participant group comprises thirty (30) third-year English students from UHBC, Algeria. These students were meticulously chosen for the teaching experiment to undergo the application of the fusion model through online courses over a semester, ensuring a thorough analysis of the strategies' effectiveness across different elements; the sample was limited to a close surrounding within the available time and resources to develop literature teaching and improve learners' learning.

The data collection process was carefully planned to include a mix of semi-structured interviews, students' feedback, performance assessments, observations, and classroom video recordings and transcripts, ensuring a thorough and well-rounded understanding of the research objectives. Five literature teachers from various Algerian universities were interviewed to gain detailed insights into their experiences and perceptions of teaching literature in EFL settings. Questionnaires were distributed to students after each lesson to gather quantitative data on their interest in the literary texts, highlighting the direct impact of the research on their learning experiences. Videotapes and classroom transcripts were carried out in online settings using a 'fusion approach' to evaluate the implementation and effectiveness of this method. The qualitative data from semi-structured interviews and observations were analyzed using thematic analysis. In contrast, the quantitative data from questionnaires and classroom transcripts were processed using statistical methods, including Google Forms, scoring rubrics, and coding through Python programming. The action research integrating the new teaching approach was designed through an exploratory sequential design, presenting qualitative data first supported by quantitative data.

This research contributes to the academic discourse on EFL literature teaching and learning pedagogy by introducing and evaluating an innovative teaching model that integrates dialogic literary argumentation and metacognition. The findings are expected to have theoretical implications for the fields of language education and cognitive psychology and practical implications for educators seeking to enhance their teaching strategies. Additionally, the study addresses Algeria's educational context, providing relevant insights and recommendations.

The first chapter of this thesis is "Evolving Paradigms in Literature Education: From Historical Perspectives to Dialogic Pedagogy." The chapter discusses literature teaching in general, giving insight into the historical evolution of literary studies; with this, we sought to introduce the path that led to the current practices in literature education, particularly in language and societal education. The chapter then moves from Communicative Language Teaching to the introduction of dialogic teaching, which is the essential start of the recent approach to dialogic literary argumentation. The latter section provides worksite data on the characteristics and applications of dialogic teaching, precisely in EFL and literary studies, including collective engagement and reciprocal communication, supportive environment and cumulative idea building, purposeful planning and adaptability in communication, flexibility and diversity, and inquiry dialogue. In addition, the chapter explores the nature of teacher-student interaction through effective questioning; this led to the mention of the main advantages of dialogic instruction and apparent challenges; the latter opened the door to the necessity for teacher training, especially in integrating effective argumentation.

As part of conveying effective dialogic instruction, chapter two, entitled "Transforming EFL Literature Pedagogy: Insights into Dialogic Literary Argumentation and Metacognition," begins with exploring the notion of argumentation itself, its evolution and application as well as its interrelation with critical thinking, self-efficacy, and dialogism. After having an idea about dialogic argumentation, the chapter takes a look at dialogic literary argumentation as presented by Seymour et al. (2020) as fostering critical engagement and societal reflection through literature; this section states the main elements present in the approach as they will be used in the practical framework of the thesis including thinking abductively, learn from literature not about it, what it means to be human together, how people's choices affect outcomes, arguing to learn, valuing multiple and diverse perspectives, exploring personhood, and writing in dialogic literary argumentation. The last section of this chapter provides a comprehensive exploration of metacognition, its components, its relevance in education, and the main selected metacognitive strategies as referenced in Kolencik and Hillwig (2011) that will be used in the practical framework of the research encompassing think-aloud, thinking journals, graphic organizers, thinking readers, mapping, and the art of questioning for both teachers and students. Finally, we conclude the chapter by examining the relationship between dialogic argumentation, literature, and metacognition in educational contexts.

The chapter on research methodology in this thesis consists of the research design of the study, the participants, data collection and analysis tools, ethical considerations, and the limitations. Then, we start the data analysis in the fourth chapter by advancing dialogic literature instruction in Algerian EFL Higher Education, where we provide the first part of the research concerning the interviews with literature EFL teachers and extracting the main problems in teaching literature dialogically in EFL Algerian universities From the latter we move to our teaching experiment with the integration of "A New Approach: Dialogic Literary Argumentation and Metacognition in EFL Literature Education" providing the steps of the implementation of this fusion approach across the semester supported by qualitative and quantitative data, the implementation consists of seven parts, text selection, mastering argumentation, teacher's role in learning, student engagement and interaction, identity and personhood in education, assessment practices and feedback, and metacognitive awareness

and reflection; each part comprises its separate data collection and analysis a well as discussion and results.

The final part of the chapter will summarize the key findings from the research, drawing conclusions based on the data and analysis presented in the previous chapters. It will synthesize the main insights and discuss their implications for the field of EFL pedagogy. Furthermore, this chapter will offer practical recommendations for educators and policymakers on implementing the findings to enhance literature teaching in EFL contexts. It will also outline suggestions for future research, identifying areas where further investigation could expand on the results of this study.

Several assumptions underpin this research. Participants are assumed to engage honestly and fully in the intervention and data collection processes. The selected literary texts, dialogic literary argumentation, and metacognitive activities are also supposed to be appropriate and effective for the study's objectives. Furthermore, the technological infrastructure for online learning is presumed to be sufficiently reliable to support the study's implementation.

Implementing this new approach involved using a limited sample size, which makes it challenging to generalize the findings to a broader population. Responses to the approach may vary among students from different regions or educational settings, highlighting the need for future studies to increase the sample size and include diverse educational contexts. Additionally, the variability in teachers' effectiveness in facilitating discussions and guiding students could influence the results, as different teachers may apply dialogic literary argumentation and metacognitive strategies with varying success. Future research should consider implementing the approach across various classrooms and teachers. While this study was conducted over a semester, further analysis is needed to understand the long-term effects on students' critical thinking and argumentation skills. Longitudinal studies are essential to determine the sustained impact of these teaching methods. Researchers should also use complex measurement tools to capture the full depth of students' cognitive and reflective processes, considering differences in language proficiency, prior knowledge, learning styles, and personal interests.

In summary, this thesis addresses the impact of EFL literature instruction by integrating dialogic literary argumentation and metacognition. Through a carefully designed mixed-methods approach, this research will provide comprehensive insights into the effectiveness of these strategies on literature teaching in general and literature teaching in Algerian higher education in particular. The findings are expected to offer valuable contributions to both theory and practice, enhancing the quality of literature teaching and learning in EFL contexts. As we delve deeper into the subsequent chapters, we invite readers to consider the potential impact of these innovative pedagogical approaches on the broader landscape of literary EFL education.

Theoretical Framework

Chapter One

Evolving Paradigms in Literature Education: From Historical Perspectives to Dialogic Pedagogy

1.1. Introduction

The landscape of literature education has undergone significant transformation over the past few decades, marked by a paradigmatic shift from traditional monologic teaching methods to more interactive, dialogic approaches. Dialogic pedagogy, in the context of literature education, refers to an approach that emphasizes dialogue, interpretation, and meaning-making among students and between students and teachers. This chapter delves into the evolution of literature teaching methodologies, with a particular focus on the role of dialogic pedagogy in enhancing literary understanding and student engagement. Given the dynamic interplay between literature and society, exploring how educational practices in literature reflect and shape societal norms and values is imperative. Suppose we want to discover the impact of dialogic literary argumentation in EFL settings. In that case, we must explore its different elements from the history of teaching literature, literature vis a vis language teaching, to dialogism perse.

The chapter starts by looking at the historical evolution of literature education and literary studies. The shift in focusing on the reader is apparent in literature education approaches and perspectives alongside the shopping of its perspectives through society, which led to a whole redefining of Literature in educational contexts.

Since we are researching language teaching, this chapter also looks at the didactics of literature in this context and its implementation, stating the main paradigms until dialogic teaching is reached.

Dialogic teaching has ushered in a new era in educational theory, where the emphasis shifts from the authoritative transmission of knowledge to a more collaborative and participatory learning process. This approach aligns with contemporary educational goals that advocate for critical thinking, deeper understanding, and the holistic development of students. Moreover, dialogic teaching practices are particularly effective in literature education, where interpretation and meaning-making are central. However, these innovative teaching practices also present challenges, necessitating continuous learning, adaptation, and substantial changes in pedagogical strategies, teacher training, and curriculum design. This chapter, therefore, traces the historical evolution of literature education and critically examines the transition from monologic to dialogic discourse in teaching. The discussion aims to underscore the transformative potential of dialogic teaching and the pressing need for educational reforms that support such pedagogical approaches.

This chapter aims to contribute to the broader discourse on literature education in non-native English-speaking environments, offering insights into both the universal challenges and the specific obstacles educators face. The ultimate goal is to articulate a compelling case for why ongoing improvements are not just beneficial, but essential for the future of literature education. It underscores how dialogic teaching can play a pivotal role in achieving these educational aspirations, emphasizing the urgency and necessity of stakeholders' involvement in this transformative process.

1.2. Literature Teaching

A curator of literature appreciates, gathers, nurtures, and takes pleasure in sharing it with others, aiding them in perceiving it from perspectives they might not have explored

independently. We employ this term to describe teachers who engage with literature in this manner, introducing this means of understanding the world to their students. There is a growing emphasis on teaching literature for its intrinsic value in elementary schools rather than solely utilizing it as a highly motivating tool for teaching reading skills. The educator assumes the role of a member of a book group and a companion reader, fostering a shared experience of joys, challenges, insights, and speculations. They pose questions only about which they harbor genuine curiosity. Despite this, numerous teachers need more certainty regarding their own literary insights and express concerns about potentially missing a teachable moment in a literature study group. Many educators have been shaped by literature classes in college or high school, where a singular interpretation was enforced, diminishing the value of their personal interactions with the texts (Eeds & Peterson, 1991, p. 11). For a more elaborate understanding of the different responsibilities and roles in teaching literature, we must first look at the Historical evolution of literature education in general.

1.2.1. Historical Evolution of Literature Education and Literary Studies

While only sometimes acknowledged as an independent field, literature education has a rich history shaped by various factors. These include the evolution of literary studies, the impact of general didactic principles, and the changing roles assigned to literary texts in foreign language education influenced by didactic and educational policy perspectives over time (Surkamp, 2012, p. 488). The idea of literature as a distinct type of text, separate from others, has become problematic. Initially centered on poetic texts within cultural heritage, there has been a shift towards a more inclusive view of texts. This expanded perspective goes beyond literary texts to encompass pragmatic texts and various forms of media. The transformation extends beyond literature itself; it also impacts the concept of the canon, criteria for text selection, and the conceptualization of literary understanding. Reception theory has played a pivotal role by emphasizing the reader's significant role in constructing meaning. Empirical research has delved into the reading habits of actual readers, exploring their motivations and experiences of satisfaction. Within this tradition, some scholars highlight the constructive function of the reader to such an extent that the textual factor is no longer deemed crucial (Pieper, n.d., p. 7).

In the early 20th century, literature education in American society was perceived as elitist, predominantly accessible to students in private academies. It prioritized classical texts, commonly regarded as moral compasses, fostering the belief that engaging with literature would naturally cultivate moral character. Aristotle, in 1956, characterized literature as a profound endeavor that highlights its unique distinguishing features showcases its functions, and defends it against those who perceive it as insignificant or futile (Lateef et al., 2020, p. 328). In the 20th century, literature education evolved to encompass a broader range of text types, reflecting the growing diversity within student populations. By the 1960s, college literature courses adopted thematic approaches, emphasizing historical contexts and drawing heavily from New Criticism principles. New Criticism promoted detailed analysis of literary texts to reveal their underlying meanings, establishing literature as a field with unique knowledge. Within this paradigm, emphasis was placed on the text as the primary source of understanding, with little regard for factors such as reader experiences or historical backgrounds. During this century, two significant literary study currents significantly shaped

the approach to literary texts in foreign language teaching: new criticism in the first half of the century and reader response criticism in the 1970s and 1980s. The enduring impact of literary studies is evident in the training of grammar school English teachers, which remains deeply rooted in literary studies. New criticism, emphasizing objective literary studies, influenced lessons by promoting structuralist interpretation methods like close reading and prioritizing the formal elements of literary texts. This approach characterized literature contemplation as text-immanent and teacher-centered (Surkamp, 2012, p. 488). In the 1970s and 1980s, the exploration of literary texts was primarily confined to advanced classes in grammar schools due to the prevailing emphasis on communicative language learning, which focused on practical language use in speaking situations. In the lower classes, language learning primarily relied on school books, which had limited inclusion of literary texts, usually featuring a few songs, poems, or cartoons. In the mid-1980s, influenced by insights from research on reading and the emergence of reader response criticism, literary texts regained prominence in English lessons. Building on concepts from Hans Robert and Wolfgang, reading ceased to be viewed as a passive extraction of information or the decoding of a hidden meaning but rather as a creative process of meaning construction (Surkamp, 2012, p. 488).

The reasons behind teaching literature experienced notable transformations during the tumultuous decades of the 1960s, 1970s, and 1980s, primarily shaped by the prevailing political and social tides. Initially influenced by movements like the civil rights struggle and opposition to the Vietnam War, literature education was championed as a means for individuals to explore themselves and gain insights into the broader societal context. During this period, they witnessed the implementation of elective programs and a deliberate effort to incorporate diverse voices, including literature aimed at adolescents and works authored by women and minorities. However, as the educational landscape shifted towards more conservative ideals, there was a notable pivot towards prioritizing fundamental skills in literature instruction, integrated within broader educational frameworks. This conservative turn also sparked a revival of traditional cultural values, leading to a renewed emphasis on academic and canonical literary works within the curriculum. Some believe that examining literary art from the creator's perspective has been unsuccessful and is destined to be so. Instead, literature should be approached as what it truly is—creative art. Classic works ought to be assessed and admired like the masterpieces of any artistic discipline. The renowned writers were not solely concerned with showcasing their craftsmanship; that aspect was of minor importance to them and should hold a minor significance for any student studying their works. The paramount question they consistently pondered was whether they were authentically depicting life. Were they faithful to human nature and the world in which individuals navigate their existence? This truth has resonated across generations of readers who have, in turn, acclaimed their writings as masterpieces, bestowing upon them the revered status of classics (Dolch, 1920, p. 189). According to Dolch (1920), a classic of lesser renown, thoroughly comprehended, holds much more significance than a celebrated classic left entirely uninterpreted. The accurate measure of a course of study lies not in its inherent value but in the tangible impact it has on the minds and characters of the students. (Dolch, 1920, p. 192)

The traditional approach to teaching English language arts, especially literature, has stifled exploration and critical thinking by favoring rote learning and recitation. Despite the consensus among educators—both progressive and conservative—that literature instruction should ignite curiosity and foster independent thinking, these aspirations are seldom realized. Recent assessments of literature education, spanning the last half-century and conducted by scholars like Smith in the mid-20th century and more recently by Applebee, reveal a steadfast adherence to conventional methods. These studies underscore a persistent reliance on canonical texts and teacher-dominated instructional formats, signaling a failure to evolve toward a more inquiry-based approach to literature education (Applebee, 1993). Applebee's research in 1993 supported Smith's findings regarding the lasting influence of the literary canon. In American schools, English department leaders primarily selected overwhelmingly white texts (81%), male, and Eurocentric (99%), reflecting entrenched practices from earlier times. Applebee noted a continued focus on passive engagement with literature and literary critique rather than active involvement. The purpose of literature and education is to foster the comprehensive development of students, addressing their intellectual, spiritual, emotional, and physical dimensions. The goal is to cultivate well-rounded individuals with elevated social standards. Consequently, examining the methods teachers employ in instructing the literature component in English becomes particularly valuable and intriguing (Mustakim et al., 2014, p. 35). Since we should focus on the students in the methods that we employ as teachers in instructing literature, it is essential to highlight the perspective of the focus on the reader in literary understanding.

1.2.2. The Reader in Focus: Changing Perspectives on Literary Understanding

Empirical studies in literature frequently highlight that readers assume a distinct stance toward literary texts, asserting that this perspective governs the entire reading process. Consequently, the pivotal aspect is the reader rather than the text itself. In such instances, advocating for a specific reading literacy becomes challenging based solely on textual attributes; instead, it would need to consider a diverse array of personal variables as its primary focus (Pieper, n.d., p. 10). Stanley Fish's interpretive communities theory departs from the reader-centric approach of reader response theory and the text-oriented perspective of new criticism. He suggests that the interpretation of literature is heavily influenced by the community of readers and the context in which they engage with the text. Fish argues that readers' interpretive strategies are guided by a shared understanding system, which shapes their interpretation while allowing for variation within interpretive communities (Harned, 1985). Thus, meaning in literature is not solely determined by the reader or the text itself but is constructed through the collective efforts of interpretive communities. For instance, the significance of Chinua Achebe's "Things Fall Apart" is not inherent in the text alone but is molded by the specific interpretive strategies employed by a particular community of readers. This theory diverges from reader response theory by highlighting the role of interpretive communities as both the source and the boundary of individual interpretations.

The comparison between conventional methods of teaching literature, marked by teacher-centered classrooms aimed at uncovering the author's intended message, and alternative theories like reader response and interpretive communities is evident. Traditional approaches often involve dissecting texts to discover their "correct" interpretation, essentially

turning literature into a problem-solving task. These methods are rooted in new criticism, which focuses on analyzing literary text characteristics and structuring curriculum around genre studies. On the other hand, reader-response theory focuses on readers' active participation in constructing meaning through personal experiences and interactions with the text. This perspective underscores the significance of readers and their contexts in interpreting literature, posing inquiries not about a text's meaning but about how it can be understood based on individual viewpoints and contextual elements (Seymour et al., 2020, p. 10). The shift in focus on the reader is still underrated; even though the teachers strive to reference this perspective, we noticed that new criticism is still highly employed, probably because the curriculum still needs to be updated, especially when teaching foreign languages in Algerian universities.

1.2.3. Literature in Education: Diverse Approaches and Perspectives

According to Carter and Long in 1991, the teaching of literature encompasses three models: The cultural model perceives literature as a source of facts delegated by the teacher; The language model allows language teaching strategies to deconstruct literary texts for linguistic goals; The personal growth model focuses on language use within specific cultural contexts; These models have been integrated into various approaches to literature teaching, including the language-based, paraphrastic, information-based, personal response, moral-philosophical, and stylistic approaches (Mustakim et al., 2014, p. 37).

Throughout the history of literature teaching, a range of methods, approaches, and techniques have been employed in classrooms, with some persisting today and others fading into obscurity due to their limited effectiveness in the teaching-learning process. Notable methods include traditional or Grammar translation, direct, audio-lingual, cognitive code learning, communicative language teaching, functional national, Narratology, silent way, group activity, play way, and eclectic methods, as identified by Kumar (2013) and Mwanza (2019). Additionally, experts suggest various methods for teaching specific literary components, such as oral imitation and memorization for poetry, role-playing for dramatic literature, and discussion for prose literature. Kim (2009) and Kuppuraj (2017) advocate the cultural model method and language-based approach, while Cory (2016) recommends the literature circle approach, jigsaw, shared reading, and the eclectic method, along with the integrated approach. These diverse methods provide educators with a range of options for teaching literature based on their preferences and the specific needs of their students (Lateef et al., 2020, pp. 330–331). Knowing the different methods and approaches is not enough if we do not see the value of literature and what it can develop. Literature serves as a rich source of vocabulary, dialogues, and prose, fostering English language skills and stimulating imagination, cultivating cultural awareness, and prompting critical reflection on ideas, themes, and characters. Significantly, the activities associated with literature align seamlessly with the principles of student-centered and interactive communicative language teaching (Van, 2009, p. 2). Various theories exist regarding the evaluation and teaching of literature. Six commonly discussed approaches to literary analysis are new Criticism, structuralism, stylistics, reader-response theory, language-based, and critical literacy. As mentioned earlier, New Criticism emerging in the United States post-World War I posits that meaning is firmly embedded within the literary text, irrespective of the reader's effect or the author's intent.

External elements are disregarded in the analysis, emphasizing a close reading of formal elements like rhyme, meter, imagery, and theme. Thompson (1992) contends that the literary work's world is self-contained, demanding total objectivity from readers in interpretation. Social, historical, and political contexts, as well as reader reactions or awareness of the author's intent, are deemed irrelevant to the interpretation of the literary work (Van, 2009, p. 3). New Criticism's main limitation is its tendency to focus most class activities on identifying formal elements and literary devices like symbolism, metaphors, similes, and irony. This approach transforms the study of literary elements into an end in itself, neglecting the opportunity to uncover the beauty and value of literary works. It fails to explore the connections between the text and readers' experiences and the historical and socio-linguistic influences evident during the reading process. Consequently, students may struggle to advance in building their language skills. Applying the new criticism approach often provides little enjoyment or recognition of the value of literature. Moreover, it can foster a negative attitude toward literature, mainly when dealing with famous, classic, or award-winning literary works that frequently contain language challenging for language learners to comprehend (Van, 2009, p. 3).

The stylistic approach, originating in the late 1970s, delves into the features of literary language to heighten students' sensitivity to literature. It particularly examines the unconventional structures found in literature, focusing on poetry, where language often takes on a non-grammatical and flexible form. The impact of these unconventional structures on learners' language understanding sparks debate, especially when considering variations across genres. For instance, poetry tends to be abstract and imaginative, while drama dialogues often mirror realism. In this approach, the teacher encourages students to leverage their linguistic knowledge to make aesthetic judgments and interpretations of the text. Once again, the role of the reader becomes a central consideration. As much as all the theories that try to discuss literature from different angles, explicitly or implicitly, all refer to the reader, it is only fair literature that is made to be read by people. Moody (1983) emphasizes the significance of the reader's background knowledge and meticulous examination of language features in interpreting intricate texts open to analysis and commentary from various perspectives(Van, 2009, pp. 4–5). The significance of the stylistic approach lies in elucidating a key motive behind teaching literature: accentuating the aesthetic worth of literary works and facilitating an understanding of meaning through an exploration of language and form within the scholarly text, with a specific emphasis on meaning. Nevertheless, challenges arise, particularly in recognizing irony within the literature of a foreign culture. Additionally, language learners face obstacles stemming from their constrained communicative competence in English and a lack of exposure to and sensitivity toward various registers in everyday life contexts. These challenges are magnified in EFL classrooms with limited language resources (Van, 2009, p. 5). As mentioned earlier, the limitation led to the rise of reader response theory.

The reader response approach adopts a process-oriented perspective on reading literature, emphasizing the reader's role. It advocates for activities that prompt students to integrate their personal experiences, opinions, and emotions into their interpretation of literature. More attention should be given to the learner's active participation in the learning process, a concern addressed by the reader-response approach. Rosenblatt's 1978 theory of

literary reading, elucidating the transactional relationship between a reader and a poem, highlights the crucial connection between the reader and the text. This theory asserts that readers react differently to events influenced by their unique interests and experiences. Each reader imparts a personal interpretation to a work, viewing a poem as an active process unfolding in the relationship between reader and text rather than a static object existing independently of the author or reader (Van, 2009, pp. 5–6). This viewpoint shares similarities with top-down reading theories, wherein students utilize their schemata or existing knowledge of the topic and personal sentiments to enhance their understanding of the material and refine their comprehension and interpretation of new information. Due to each reader's unique experiences and emotions, an author's concept of a work can be articulated in various ways (Van, 2009, p. 6). Individualizing the learning encounter enhances student engagement and motivation. Indeed, these represent fundamental tenets of communicative language teaching, recognized for fostering language acquisition via student-centered and process-oriented activities (Van, 2009, p. 6). We will discover communicative language teaching later, as it sets the floor for dialogic teaching.

Engaging with the narrative realms of literature allows readers to explore the lives, thoughts, and emotions of people from different cultures, fostering increased empathy and understanding towards these diverse societies (Hibbs, 2016, p. 9). Literature sheds light on the essence of humanity, granting access to the most fundamental life experiences. It serves as a powerful avenue for social understanding, offering not just information but tangible experiences (Hibbs, 2016, p. 16). Engaging with literature allows individuals to live through life rather than simply acquiring knowledge about it (Hibbs, 2016, p. 17). Discovering social norms through literature is a fundamental principle of response-based pedagogy. The essence of response-based pedagogy lies in the collaborative and cooperative aspects of remaking and reconstructing new meanings, aligning with the social practice of literacy. Collaborative reading in the classroom mirrors essential personal relationships during the interpretation process, extending educational benefits beyond traditional teaching methods. Reader engagement in reading and writing events holds significant meaning in text reconstruction, empowering readers to self-actualize meaning within cognitive, metacognitive, and socio-effective frameworks. The transactional process involves readers employing efferent strategies for text investigation and aesthetic stances for emotional and personal engagement. Reading in the modern era aims to make readers more humane and capable of humanizing their surroundings, fostering social justice (Iskhak, 2016, p. 44). Unfortunately, the practices of teaching literature nowadays are still rigid and rooted in teacher-centeredness, and the focus on literary analysis is based on already set forward perspectives and knowledge. The vitality of the text and its inherent meaning come alive through the reader; otherwise, it remains mere black marks on a page (Iskhak, 2016, p. 44). Research on teaching pedagogy reveals that teachers' future classroom practices are significantly shaped by their past experiences and the enjoyment derived from literary works. For instance, Cutri (2000) contends that teachers' beliefs about teaching are intricately influenced by their historical encounters (Iskhak, 2016, p. 45).

When engaging with a text, the reader plays an active role in meaning creation, incorporating personal perspectives, cultural norms, intentions, and ethical values into the interpretation. Effective teaching should provide students with opportunities for open

expression in a supportive classroom setting. Cultivating a non-threatening environment through constructive activities enhances readers' interest in critical thinking and reading (Iskhak, 2016, pp. 45-46–51). Nevertheless, inherent limitations are unavoidable. Challenges primarily stem from students' interpretations potentially diverging significantly from the work, posing difficulties for teachers in responding and evaluating. Selecting suitable materials may be problematic due to language complexity and unfamiliar cultural content, especially in Algerian societies where the social norms are very different. So many highlighted difficulties with otherness, hindering students from providing meaningful interpretations. The absence of linguistic guidance can impede students' ability to comprehend the text or respond effectively, and cultural factors might make students hesitant to openly discuss their feelings and reactions (Van, 2009, p. 7). The last stated that the language-based approach looked at the problem.

The language-based approach, akin to the stylistic approach, underscores awareness of the language of literature and serves as a fundamental stage for EFL learners. Unlike the stylistic approach, this method is more accessible for language learners, facilitating their responses and experiences with literature. It involves various language instruction activities such as brainstorming, rewriting story endings, summarizing plots, closing procedures, and jigsaw readings. The focus is on utilizing literature for communicative language teaching, fostering English language development through interaction, collaboration, peer teaching, and student independence. Teachers are encouraged not to impose interpretations but to introduce and clarify technical terms, provide appropriate classroom procedures, and intervene to prompt or stimulate discussion (Van, 2009, p. 7). Critical literacy, derived from theories like essential studies of language and feminism, although not explicitly designed for literature instruction, holds significance for teaching language and literature by uncovering the connections between language use and social power. It addresses the neglect of social aspects of language use and the absence of student voices in EFL classrooms. The approach explores how texts handle ideology and power relations issues in society. Osborne notes that truth presented in the school is rooted in power relationships, and discourse reflects societal power relations. The critical literacy approach aims to unveil and challenge accepted premises, fostering students' understanding of how the status quo is presented as unchangeable. It promotes critical awareness of language's role in shaping social relations and power, serving as a resource for consciousness about the language-society relationship. Transformative pedagogy is recommended, emphasizing collaborative interaction to achieve critical awareness of language's sociopolitical use. However, choosing texts carefully is essential to maintain students' sense of security and ensure class involvement. Texts with political assumptions or excessive grief should be avoided, and consideration should be given to students' social experiences, worldviews, and cultural openness (Van, 2009, p. 8).

In the research of Mustakim et al. (2014), the information-based and paraphrastic approaches emerged as the preferred methods in literature teaching. Teachers in the study favored the information-based approach the most, valuing its ability to ensure students acquire substantial knowledge and information about the literary text, thereby enhancing their comprehension of the subject matter. The moral-philosophical approach is ranked as the second most favored method for teaching literature components in the classroom. Notably, these findings differ from a study conducted by Radzuwan Abdul Rashid & Vethamani in

2010, which identified the information-based and moral-philosophical approaches as the most favored in literature lessons (Mustakim et al., 2014, p. 40). However, this research observation highlights that literature teachers in Algeria prioritized students' understanding of the literary text over incorporating creative and engaging activities in the lesson. The teaching of literature should transcend a solely examination-oriented approach, allowing students to creatively and critically express their thinking abilities. Salina Mustakim & Othman Lebar (2012) note that despite the curriculum's objective to enhance students' thinking skills, thinking often needs more emphasis in teaching and learning. This oversight is attributed to the primary focus on implementing intensive reading programs (Mustakim et al., 2014, p. 43).

The diversity in teaching methods within literature classes is notable, with various approaches employed by different teachers, each with its own strengths and weaknesses. From this observation, an Eclectic method, a technology-based approach utilizing ICT tools such as online platforms and blended learning, stands out. The Eclectic method introduces variety and flexibility into the classroom, addressing the monotony often associated with singular methods. It ensures that no aspect of language skills is overlooked, fostering a dynamic and engaging classroom atmosphere (Lateef et al., 2020, p. 331). In proposing methods to enhance the teaching and learning of literature in the 21st century, Terrell Heick (2017) recommends several strategies. These include utilizing a combination of media, as applied by this research, such as YouTube videos, podcasts, Etc; this encourages students to analyze diverse forms of media, emphasizing experiential learning beyond the classroom, employing a thematic focus to structure classes and assessments, incorporating project-based learning and interactive activities, fostering a fully participatory classroom environment, employing interactive note-taking and text annotation tools, establishing social media-based reading clubs for in-depth discussions, creating an ongoing podcast or YouTube channel on relevant subjects, themes, authors, and texts, and forging connections between traditional and modern approaches to meet the information needs of contemporary readers (Lateef et al., 2020, pp. 338–339). When assessing the recommended methods for teaching literature, it becomes evident that each method has its own set of shortcomings. This realization prompts the consideration of an all-encompassing approach that integrates the positive qualities from various methods to achieve the goals of literature study effectively. Veda (2015) advocates for the integrated approach, emphasizing its effectiveness due to its comprehensive nature. Given the inherent limitations of individual methods, educators may find themselves in a dilemma when deciding which method to adopt in a classroom setting. In this study, approaches are present: the information-based approach, personal response approach, language-based approach, moral philosophical approach, and Stylistics approach. Alongside the focus on selecting the most appropriate methods and approaches in teaching literature in foreign language education, it should all relate to the dynamics of social norms and the impact of society in shaping perspectives.

1.2.4. Literature and Society: Shaping Perspectives and Practices

Examining literature independently across various subjects may not be suitable, despite the occasional use of literature to address specific issues in ethics, religious studies, or history, particularly with younger students. These instances appear isolated and need to be

more systematically integrated into formal curricula. The configuration of literature-based learning in diverse educational systems is shaped by prevailing notions of education, culture, aesthetics, language, and learning (Pieper, n.d., p. 6). Learning through literature should facilitate individual growth within a cultural framework. Therefore, students ought to be familiarized with the cultural dynamics of society and provided with chances for active involvement. Considering the diverse concepts and experiences associated with contemporary cultural life, creating opportunities for participation should encompass all segments of society (Pieper, n.d., pp. 6–7). In numerous Western societies, there is a noticeable transition toward a more inclusive understanding of cultural life that embraces the diversity of culture and social existence. This shift is evident in ongoing research on literary reading, which we strive to foster in Algerian literature teaching. Our study is not only about Understanding other cultures and our own; it is more about experiencing Being Human together within a classroom; it has a more global yet specified objective. However, through metacognitive strategies and open questions in dialogic literary argumentation, Intercultural competence was automatically developed because students made connections between their own culture and the target culture cited in the literary work.

Adopting terms like literary socialization, reading socialization, and media socialization reflects a move toward a descriptive standpoint. The associated research now focuses on the analysis and development of how an individual becomes a participant in society concerning reading literature, engaging in reading practices, and using media. The emphasis is placed significantly on the individual's active role in the socialization process (Pieper, n.d., p. 7). Simultaneously, there is a noticeable shift towards a heightened emphasis on learning and the learner. Recent research on socialization through literature has highlighted the substantial contribution of reading literature to general reading competencies, with motivation to read being a crucial factor. These findings have prompted criticism of literary education's material and formal concepts. Literature teaching is no longer perceived merely as acquiring knowledge of literary traditions, genres, and formal characteristics. Instead, it is now defined as possessing knowledge about literary traditions, apt reception competencies, and the ability to derive enjoyment from reading literature. This underscores the idea of understanding how to read literature and derive personal benefits from it, distinguishing it from merely knowing about literature (Pieper, n.d., p. 8). Many nations strive to promote students' engagement with literature and cultivate consistent reading habits during leisure time. This initiative stems from the belief that such practices enhance reading literacy. The observations in This research showed a high reluctance of students to read due to lack of interest and time constraints; the same thing was observed in a visit to French universities; although there was so much access to all kinds of books and references, students still do not want to read. It has been noted that policies emphasizing the encouragement of reading and creating positive book experiences may fall short in developing reading literacy, particularly among students whose family lifestyle does not include a reading culture. If teaching fails to enhance reading skills explicitly, the underlying assumption of such policies remains unfulfilled. Consequently, reading, including literature, may persist as a challenging task, and the expectation that reading should be enjoyable might not align with students' actual experiences (Pieper, n.d., p. 10).

Literature emerges as a formidable force with myriad advantages for individuals and society. Its numerous and crucial benefits suggest that, when effectively harnessed, literature can act as a catalyst for national development and transformation. For instance, literature has the potential to function as a tool for social reengineering, instigating development in the process. When the individuals constituting a society experience genuine development, societal challenges such as corruption and tribalism, which can hinder national progress, may be alleviated through literary interventions, paving the way for transformation and subsequent development. Additionally, literature can be strategically utilized to uphold and promote virtuous values, thereby enhancing and accelerating national development (Lateef et al., 2020, pp. 328–329). Literature holds the potential to contribute significantly to the advancement of the populace, particularly the prospective leaders. The synergy between human development and infrastructure progress is essential for national development. The effectiveness of infrastructural projects like roads, hospitals, schools, and industries hinges on the development of individuals who will utilize, maintain, and sustain these facilities. Without transforming citizens from ignorance to awareness and from illiteracy to meaningful education, the realization of national development remains unattainable. Such evolved citizens are more likely to recognize the imperative for national development, willingly make sacrifices to actualize it, responsibly utilize and safeguard infrastructure, replace societal vices with virtues, and actively support the government in its efforts to bring about national development (Lateef et al., 2020, p. 329). So, the effects are far more prominent than we anticipated. Literature reflects human society, drawing its literary content directly from the societal milieu it originates from. This inherent connection ensures that literature consistently portrays society's nuances. Functioning as both a mirror and a watchdog of society, the literature highlights areas where issues exist. It serves as a discerning observer, identifying various societal problems that hinder development, mainly focusing on developmental themes. For example, the pervasive issue of corruption, detrimental to national development, can be addressed through the cultivation of literature, especially children's literature, centered around the theme of corruption. By doing so, literature can play a role in discouraging corrupt practices (Lateef et al., 2020, p. 329). The work of Nigerian author Charles Dickens, particularly in "Our Mutual Friend," is a testament to this approach, as it overtly and extensively exposes the evils of money, providing a powerful narrative against this societal ill.

1.2.5. Redefining Literature in Educational Contexts

Delanoy (2007), referring to John McRae's perspective, introduces the concept of literature with a small "l." McRae is primarily interested in the intersection of language and literature within communicative language learning. In his view, literature encompasses any material with imaginative fictional content that extends beyond mere reference, fostering imaginative interaction, reaction, and response. This inclusive definition spans both capital "L" literature and other forms like nursery rhymes, fairy tales, comics, songs, TV series, or computer games. By embracing the small "l" category, McRae advocates for incorporating materials that significantly shape the lives of young people, such as fairy tales, TV series, films, or songs. Additionally, he critiques entrenched academic critical practices associated with capital "L" literature, arguing that these may cater to specialist interests but may not

resonate with the broader student population. McRae highlights the risk of students losing interest in literature when academic approaches fail to connect with their experiences and preferences (Delanoy, 2007, p. 63). This instructional model encourages learners to actively engage in the examination of literary texts actively, emphasizing their participation in the process. Readers are respected for their interests and prompted to offer both appreciative and critical responses to literature. The proposed aesthetic text approach for classroom activities entails a comprehensive focus, immersing students in secondary fictional realms. In this approach, the reader's stance is shaped by a balance of emotional involvement and self-critical detachment (Delanoy, 2007, p. 64).

Bredella's impact on literature education stands out as remarkably fruitful. He advocates for a logical understanding of the aesthetic, literary value encompassing factors related to the reader and the text. According to Bredella, the assessment of the aesthetic value of literary works should be based on their ability to engage the reader's experiences and values. As an expert in literature and foreign language learning, Bredella tailors his message to a specific audience: relatively inexperienced, young readers of literature who are navigating texts in a foreign language where they possess only partial proficiency (Delanoy, 2007, pp. 62–63). In line with Bredella's interpretation of aesthetic value, literature only resonates with a specific audience when it aligns with their interests and competencies. However, confining literature solely to cater to reader preferences might fall short of acknowledging its full aesthetic potential, as Bredella sees it also residing in the capacity of art to challenge established and unquestioned thought patterns (Delanoy, 2007, pp. 62–63). A recommended reading list in Delenoy (2007) was based on this standpoint, which may deviate notably from conventional ideas. Works typically regarded as literary landmarks, such as Shakespeare's plays, romantic poetry, and modernist texts, might pose challenges for specific learner groups and necessitate substituting more accessible texts or genres (Delanoy, 2007, pp. 62–63). For instance, as noted in this research, young adult fiction or literature tailored for language learners could serve as more suitable alternatives

1.2.6. Didactics of Literature in Language Teaching

To comprehend and define literature expressed through language, one must establish a theoretical connection with cultural and societal phenomena (Patil, n.d., p. 151). Both students and educators often see education as primarily aimed at equipping individuals for their future professional endeavors. Consequently, the literature study may be regarded as superfluous or irrelevant, either dismissed as a subjective exploration of reader response or as a laborious and seemingly purposeless task of dissecting literary texts. The utilization of literary texts in language education has been significant since the 19th century, notably when English and French were included in the curriculum of humanist grammar schools. Initially, the focus was on cultural achievements through translating important works, aligning with ancient language teaching practices. This approach aimed at providing general educational knowledge rather than emphasizing linguistic skills. The orientation toward humanist ideals persisted, leading to discussions in German despite reading texts in the target language. This dichotomy between literature and language learning lingered in foreign language didactics until the 1970s. While the integration of language and textual work remains a challenge, the groundwork for understanding literature as Wilfred Brusch's concept has laid language

learning and Wolfgang's principle of integrated literary language learning. Numerous scholars within the academic domain have explored the advantages and occasional drawbacks of incorporating literature into foreign language instruction. In a recent review article, Paran highlighted that the limited empirical studies conducted in secondary-level literature instruction reveal that the effectiveness of such teaching largely hinges on the teacher's role and the nature of the assigned tasks. The synthesis of these studies suggests that an instructional approach characterized by teacher centrality and authority tends to be less successful with students. Conversely, a more student-centered approach, where students perceive greater autonomy in the reading process, elicits a significantly more positive response (Reichl, 2011, pp. 129–130).

The predominant argument in literary theory often centers around motivation, exemplified by the success of novels like Harry Potter and the Twilight series. These have spurred many young readers to engage in extended reading in a foreign language rather than wait for translations. This initial success serves as a motivator for further reading. Additionally, literature is recognized for its potential to foster empathy, evoke emotions, and initiate an identification process in readers. Despite the acknowledgment of these processes, it is noted that not all readers will necessarily experience the expected responses to any given text. Edmondson (1995) highlights that these processes can often fall short, drawing on personal experiences as learners at the secondary level, a sentiment echoed by many students. However, when these processes succeed, literature contributes to various language learning objectives, including extensive reading skills, vocabulary acquisition, and the recognition of stylistic diversity. While literature functions similarly to other text types in promoting these learning outcomes, the added benefits of increased motivation and emotional responses enhance the overall learning experience (Reichl, 2011, pp. 130–131). According to Kramsch, literary texts facilitate a unique form of comprehension. She supports the incorporation of literature in the EFL classroom because it can convey the distinct voice of a writer within the broader chorus of their community, thus resonating with the reader's individuality. This resonance goes beyond mere aesthetic or empathetic appeal; it extends to the realm of language acquisition. The unique voice often endeavors to express itself subjectively, especially in fiction for children and teenagers, which frequently explores themes of identity, maturation, and the concept of home. Learners can acquire the ability to grasp the nuances of this specific voice – its position, perspective, motivation, and ideology. Moreover, they can use this literary voice to explore and articulate their concerns about belonging, growing up, and various other issues (Reichl, 2011, p. 131). Teaching learners about perspective, point of view, and ideological stance is effectively achieved through literary texts, as these texts embody distinct voices. Novels that offer a dialogic narrative, such as Knots and Crosses, where the same story is recounted from two different viewpoints, serve as valuable tools for instructing students about the nuances of subjective interpretation. Through such texts, students can explore the contingencies inherent in a subject's perspective, appreciate the individuality of diverse experiences, and cultivate a critical approach toward written narratives (Reichl, 2011, p. 131).

Literature provides readers with opportunities to participate actively in the process of meaning-making. Unlike other types of texts, literary works often contain multiple layers of meaning and invite readers to interpret, negotiate, and explore. This active engagement with

the text enhances readers' ability to derive meaning, fosters critical thinking skills, and encourages personal, subjective interpretations. Even young learners, when exposed to literary texts, can engage in this process by questioning narrative elements and responding emotionally to the story, thus contributing to their foreign language learning experience. Didactics of literature emerged, drawing inspiration from reader response criticism. This approach, grounded in the cognitive and emotional processes of learners' sense-making, redefined literature lessons as spaces for subjective and individual encounters with texts. Methodologically, the shift moved the focus from the text to the reception process, emphasizing learners' individual reactions and subjective readings. Various creative methods were devised to facilitate a dialogical model of literary understanding that mediated between the text and learners. This transformative influence of reader response criticism, coupled with developments in general didactics, prompted a shift towards more excellent learner orientation. This shift continues to impact the foreign language didactics of literature (Surkamp, 2012, p. 489).

In the 1990s, a shift occurred in foreign language didactics, marked by the emergence of the guiding principle of intercultural learning. Within the hermeneutically oriented didactics, literature in the foreign language became a crucial avenue for learners to explore alternative realities, adopt new perspectives, and contemplate the inherent limitations of their own worldviews. The didactics of literature emphasized the role of literary texts in fostering empathy and changing perspectives—essential elements for intercultural understanding. The belief was that the fictional space provided by literary texts serves as a safe environment for experimenting with attitudinal changes, which can extend to the learner's real life. Moving into the 2000s, the discourse on transculturality prompted the didactics of literature to expand its focus to include intricate linguistic and cultural competencies, such as intercultural understanding and the ability to communicate within literary texts. These developments underscored the need for a more empirical approach to the didactics of literature, seeking to demonstrate the effectiveness of literary texts in foreign language teaching and learning. Despite these advancements, there is limited empirical research on using literature in English language teaching (Surkamp, 2012, p. 490).

Exploring the current goals of language teaching reveals that incorporating literary texts is highly effective in cultivating essential competencies. The central objective of foreign language classes is focused on communication development, which is found to have substantial support in literature. Due to their multi-faceted nature, openness to diverse interpretations, and potential for identification processes, literary texts foster intensive interaction, both spoken and written, in the foreign language. Amid discussions about enhancing learner autonomy and promoting strategy learning, considerable emphasis has been placed on advancing foreign language reading comprehension. Literary texts, coupled with appropriate methods, inspire extensive reading, aiding students in automating the recognition of words and sentence structures and expanding their vocabulary. Beyond reading competencies, learners gain aesthetic competencies, such as understanding genre-specific features in lyrical, dramatic, and narrative texts. While literary texts may not directly reflect foreign cultural reality, the descriptive narration of individual fates can provide glimpses into foreign perspectives. Working with literary texts is vital for fostering empathy and the capacity for changing perspectives, essential components of intercultural understanding.

Action and production-oriented forms of textual work in literature classes further cultivate the willingness to reconstruct and engage with foreign perspectives (Surkamp, 2012, p. 491). The development of these competencies in literature classes must be considered in relation to the school type and the age group level. Generally, literary texts are believed to be employed at all language learning stages within literature didactics; this begins with picture books and short poems in elementary school, progressing to children's literature and young adult fiction, as well as simplified books in middle school. In higher grades, more complex literary works become suitable. Varied opinions arise regarding the merits and drawbacks of simplified, shortened, and adapted literary texts. Herms, for instance, concludes that the benefits of adapted texts surpass the drawbacks (Surkamp, 2012, p. 491)

1.2.7. The Implementation of Literature in Language Teaching

Hall's examination in 2005 delves into the evolution of literature studies, transitioning from the classical tradition to its contemporary manifestation in cultural studies. In the initial phases of literature in Foreign Language Teaching (FLT), classical works by renowned authors were incorporated into the curriculum, primarily for translation exercises and reading comprehension tasks. This approach compelled readers to engage with the texts at a surface level, focusing on vocabulary and translation rather than exploring their literary significance. Students were encouraged to consult dictionaries for every unfamiliar word, fostering a habit of constant reference. Lazar (1993) proposes a well-received categorization of literature approaches, emphasizing the importance of identifying learners' needs before selecting a suitable model. Her classification includes three approaches: the language-based model, literature as content, and literature as personal enrichment (Tehan et al., 2015, p. 47). The endeavor to persuade students of the significance of literature is relatively easy; in fact, many are already persuaded. The true test lies in convincing them of the literature's practical applicability, evident in students' struggles to envision how literature can be utilized in the English language classroom, both as teachers and as language learners (Tehan et al., 2015, p. 51). This point was apparent in the observation of this research; we often find students wondering why we are reading this. Somebody wrote this long ago, and now we are suffering with it. As a result, the objectives of why we are teaching literature at the level of foreign language education must be communicated with the students and understood by the teachers.
Many students no longer view reading as a leisurely pursuit. Their limited understanding of current events, history, and the knowledge necessary for comprehending literature stems from an education system focused on exams in a fiercely competitive setting (Premawardhena, 2007, p. 95); this is the case in most countries, including Algeria. While some support using literature for academic study, opposing views argue that focusing on learning about literature, involving facts about contexts, authors, and literary terms, may hinder its practical use as a resource. Critics contend that this knowledge-focused approach needs a more natural connection to responsive reading and a deep understanding of texts. They argue that it needs to develop essential skills and often results in mere memorization, providing limited language skill improvement. Advocates emphasize the importance of students connecting with the experiences and thoughts in the text, deriving enjoyment by relating it to their own knowledge of the world. They believe overcoming linguistic challenges and engaging content motivates learners to work on their reading skills actively and enhances language

development. However, the current context of literature in FLT emphasizes its pivotal role in enhancing communicative competence, fostering critical thinking, cultivating aesthetic appreciation, and promoting an understanding of the culture and society of the relevant country. Consequently, recent years have witnessed a heightened focus on the didactics of literature in FLT (Premawardhena, 2007, p. 93). The impediments to mastering a foreign language include hesitancy in articulating personal opinions, a lack of independence in decision-making, dependence on lecture notes delivered in class, a tendency toward collective thinking, and deficiencies in critical and analytical skills. These qualities starkly contrast to the desirable attributes for a student of Foreign Language Teaching FLT (Premawardhena, 2007, p. 94).

Collis and Slater (1990) outline four primary reasons motivating language teachers to incorporate literature into the classroom: valuable, authentic material, cultural enrichment, language enrichment, and personal involvement. Beyond these, factors such as universality, non-triviality, personal relevance, variety, interest, economy, and suggestive power and ambiguity further emphasize the importance of utilizing literature as a potent resource in the classroom setting (Rai, 2012, pp. 71–72). Nevertheless, national curricula and guidelines for teaching foreign languages need to delve deeper to address inquiries about what learners should grasp in literature. It is essential to contemplate the attainable progress, determine the content of literary education, and identify the competencies to be acquired. Regrettably, there is a lack of consensus on these fundamental principles within literary education (Pieper, n.d., p. 7). Language teachers should consider students' needs, motivation, interests, cultural background, and language proficiency when opting for literary texts in language classes. However, a crucial aspect is whether a particular work can evoke personal involvement by capturing learners' interest and eliciting solid and positive reactions. The long-term impact on linguistic and extralinguistic knowledge is more likely when reading a literary text is meaningful and enjoyable. The selection of books that resonate with learners' real-life experiences, emotions, or dreams is highly significant (Rai, 2012, p. 73). It offers a fresh insight into issues closely tied to people's concerns. It provides the pleasure of encountering one's own thoughts or situations vividly portrayed in a work of art, along with the equally gratifying experience of perceiving those same thoughts, feelings, emotions, or situations from an entirely new perspective (Rai, 2012, p. 74).

When considering literary reading in the foreign language classroom, the same fundamental questions arise as in teaching literature in one's native language. The objectives of literary education remain similar, although there is a natural emphasis on language learning. Literature is viewed as an authentic conduit for introducing students to the nuances of a specific language and culture. A thoughtful selection of texts provides opportunities for personal responses. This approach has gained strength, increasing the incorporation of authentic literature in language instruction over the past two decades. It is crucial to highlight the potential of literary reading across languages, allowing for comparing traditions and gaining insights into various cultural forms and developments (Pieper, n.d., p. 12). Institutional learning aims to cultivate reading literacy, enabling students to engage with various texts, including literary ones. Additionally, it should allow students to participate actively in cultural activities and perceive literature as personally meaningful. Striking a balance between canonical and learner-centered approaches is crucial. Within the framework

of foreign language teaching, literature should play a role in fostering integration and social cohesion (Pieper, n.d., pp. 12–13). Literature plays a crucial role in individual meaning-making and the communal construction of meaning within a classroom setting. It emphasizes that engaging with literature in a classroom involves more than just individual interpretation; it involves negotiating meaning collectively among students and teachers. This process requires a certain level of language proficiency but also offers opportunities for diverse discourses and interactive activities. The success of utilizing literature in the classroom depends on the alignment of students' and teachers' values and beliefs regarding the purpose of literature and their attitudes toward literary texts. Maley's study suggests that literature aligns with the goals of communicative language teaching by fostering interpretations, classroom discussions, and interactions among students, as well as between teachers and students (Shazu, 2014, p. 62).

1.2.8. Communicative Language Teaching

Before considering the shift to dialogic teaching, we must go through communicative language teaching and its principles, as this is the crucial point in a shift in teaching literature. Studies in internal language structures and error analysis have contributed to downplaying the importance of accuracy, focusing on fluency instead of form, and highlighting the semantic and communicative dimensions over purely grammatical aspects of language (Olagboyega, n.d., p. 18). In modern literature classes, rooted in a broad comprehension of texts, learners also acquire skills in dealing with different media. They learn to comprehend texts not only through reading but also by listening and deciphering images. Overall, they become adept at decoding various cultural signs inherent in diverse media genres, such as traditional texts, comics, films, visual arts, hypertexts, etc., discerning their respective potential effects and functions—culminating in media competence. Beyond being a subject of literature classes, narrative forms serve as a crucial medium of communication. Responding to and producing stories proficiently is of great importance. Literature classes significantly contribute to the development of narrative competencies. As literary texts prompt learners to immerse themselves in fictional worlds, empathize with characters, and transcend their own horizons of experience, practical and imaginative competencies are also called into play. Furthermore, literary texts are vital in developing cultural competencies, offering insights into foreign ways of life, values, and worldviews. Language serves as a mechanism for conveying meaning, with its primary purpose being interaction and communication. To align with this, activities should encourage communication at the discourse level, incorporate authenticity and task-based approaches, and engage learners in activities that involve information sharing, meaning negotiation, and interaction. Attaining language for communication is best accomplished through naturalistic environments and early exposure, mirroring the process of first language acquisition (Olagboyega, n.d., p. 18). Learner actions are not dictated solely by the syllabus but stem from how the teacher tactically implements the syllabus within their instructional approach. While some methodologies align with specific syllabi, CLT appears to surpass such constraints, and this characteristic could be considered the primary justification for labeling it as an approach (Olagboyega, n.d., p. 18). Within the framework of CLT, students independently cultivate a purposeful understanding of their learning objectives and motivations. In navigating communicative challenges, students naturally devise strategies to

overcome constraints. The emphasis on skills integration, a vital facet of the communicative approach, stands out as a strategic means by which the exercise of one skill synergistically supports the operation and enhancement of others (Olagboyega, n.d., p. 19).

The humanistic aspect of the student-teacher dynamic, wherein the teacher assumes roles like counselor, colleague, or communicator rather than an all-knowing figure, enhances classroom support. Similarly, the cooperative environment fostered among students through interactive activities, prioritizing message content, and embracing tolerance for errors encourages risk-taking; this aligns with the fluid, dynamic nature of communicative tasks, emphasizing creativity, hypothesis testing, and the ability to optimize performance with available means (Olagboyega, n.d., p. 20). Empowering learners as active contributors to the learning journey involves providing them with tools to manipulate language and creatively articulate their personalities and cultural affiliations. While all four language skills are emphasized, the structure takes a back seat to the content and the ongoing processes. The core focus is on integrating these skills since, in genuine communication, they only operate in collaboration. The learning activities are designed to be communicative, featuring problem-solving tasks, individual endeavors, and collaborative group work (Olagboyega, n.d., p. 18).

In Applebee's (1996) "Curriculum as Conversation," a fresh approach to literature education is proposed. Instead of emphasizing the transmission of skills and content, Applebee advocates for using the literature curriculum to foster culturally relevant discussions. This perspective, he argues, could revitalize literature classrooms and expand the range of texts to more accurately represent the diversity within American society (Applebee, 1996). Ultimately, "Curriculum as Conversation" marks a significant shift in reconceptualizing literature education as an avenue for exploration and learning.

A dialogic pedagogy offers distinct advantages in contrast with Communicative Language Teaching (CLT). It indeed emphasizes communication, enhancing language acquisition. Furthermore, it integrates ethics into the pedagogical process by focusing on dialogic utterances and the diverse self-other relations possible in dialogue. Unlike normative ethics, this approach recognizes the uniqueness of each dialogic speech situation. Embracing knowledge as collective, provisional, and constantly evolving, a dialogic pedagogy facilitates language acquisition and a deeper understanding of knowledge creation processes. This approach encourages broader, more active participation and contributes to the development of the self through internally persuasive discourse. Moreover, a dialogic pedagogy cultivates a functional understanding of English, empowering learners, such as those in Japan, to actively engage in the global conversation in English, as described by Bakhtin as the "world symposium" (Matsuo, 2014, p. 5). The dialogic theory can be applied to construct a language pedagogy by placing language at the core of life and consistently emphasizing its existence. Holquist's insight in 2002 was pivotal, acknowledging that human existence, action, knowledge, and ethics are fundamentally linguistic; this implies that these aspects are not merely expressed through language but are profoundly shaped by the nature and concrete manifestations of language in speech communication, particularly in the form of dialogic utterances (Matsuo, 2014, p. 6). As mentioned earlier, the notion will be elaborated on in the next section of this chapter.

1.3. Exploring Dialogism

Dialogism, a concept introduced by the Russian philosopher Mikhail Bakhtin, posits that language and meaning are inherently dialogic, emerging from the interaction between speakers. This perspective challenges the notion of a single, authoritative meaning, emphasizing instead the dynamic interplay of voices, perspectives, and contexts.

1.3.1. What is Dialogic Teaching

During the 20th century, there was a significant resurgence of interest in exploring and applying the philosophy of dialogue in practical contexts. This revival drew inspiration from historical foundations but was notably shaped by prominent thinkers and academics of that era, including Bohm, Buber, Gadamer, and Rogers. These intellectuals played pivotal roles in rejuvenating the study and real-world application of dialogue. Additionally, these scholars from the 20th century adhered to the traditional concept of dialogue, viewing it as a form of interactive communication involving two or more participants who hold positive attitudes towards each other and the communication process itself. They believed that participants in a dialogue should exhibit mutual respect and trust, anticipating that their communication would be equitable and effective. In essence, there was a resurgence of interest in both the philosophical and practical aspects of dialogue in the 20th century, with influential theorists and scholars actively contributing to its development while advocating for communication characterized by respect, trust, fairness, and effectiveness among participants (Lane, 2020, p. 2).

Dialogism is the generation of meaning that arises from interactions between individuals, namely through conversation involving various forms of media. Teachers are encouraged to actively participate in both dominant (authoritative) and more personal (internally persuasive) forms of discourse, acknowledging the dialogic essence of the teaching process. White (2009) suggests that the essence of teaching and learning lies in engaging in dialogues that value diverse viewpoints rather than merely mastering a set of skills. Such dialogues involve both outward expansion and inward reflection. White's 2009 explanation contrasts dialogic pedagogy with Vygotsky's constructivism and Bakhtin's language theories, offering a unique educational approach. This method advocates for a teacher-student interaction that values diverse, meaningful conversations within the classroom. It is not just about imparting fixed knowledge; it is about engaging with students' inquiries, encouraging debates, and making learning enjoyable and tailored to individual needs and styles. This pedagogical style diverges from Vygotsky's idea of learning as building knowledge through interaction and tools. Instead, it views learning as an ever-evolving journey of knowledge discovery propelled by continuous dialogue. It is a dynamic, not static, process. Throughout human learning and development, dialogue has been a pivotal factor, as asserted by Vygotsky in 1978 and 1997. From early infancy to adulthood, individuals undergo a lifelong journey to participate and become proficient members of various communities actively. This process involves socially and culturally organized interactions that unite individuals of varying experience levels in shaping knowledge, emotions, and social behaviors (Haneda et al., 2017, p. 2).

Dialogic teaching involves the active participation of all stakeholders in the classroom, encompassing supervised learning activities, providing feedback, and showcasing

high-level thinking skills through open-ended questions (Reznitskaya, 2012). It is a tool for gauging students' cognitive capacities (Alexander, 2006), given its foundation in the interconnection between speech and thought (Renshaw, 2004). This approach shares similarities with the social constructivist learning theory proposed by Vygotsky in 1968, where learning is perceived as a social endeavor strengthened through connections between learners. According to this perspective, learners acquire new knowledge through teaching and sharing with their peers (Ozden, 2009). Aligning with social constructivism, which emphasizes learner communication, dialogic teaching also underscores the crucial link between speech and thought, recognizing language as a potent tool for communication and the acquisition of mental skills (Mercer & Dawes, 2001) (Aygun, 2019, p. 112).

In a classroom adopting dialogic teaching, teachers and students collaborate to generate and assess new interpretations, offering a more comprehensive evaluation of words, themselves, and their peers; this stands in contrast to the monologic teaching approach, where the teacher possesses authoritative knowledge, and the search for truth becomes a joint endeavor for both teacher and student (Bakhtin, 1984). In this dialogical approach, students articulate their thoughts in intricate detail, fostering discussion and dialogue. The instructional method often involves students reflecting on the "why" and "how" questions, creating a continuous feedback loop that evaluates both the process and the outcome (Reznetskaya, 2012). This approach facilitates learners in obtaining feedback on their knowledge, enhancing the effectiveness and meaningfulness of the learning process. Overall, dialogic instruction is recognized for promoting language-based interaction to elevate the quality of the teaching and learning experience (Aygun, 2019, p. 112). The concept of dialogism, rooted in Bakhtin's perspective, posits dialogue as a fundamental element in all language acts. However, specific discourses, such as textbook language and particular teacher talk, tend to assume a "monologic" stance, presenting authoritative statements. Bakhtin's development of dialogic theory is exemplified through literary texts, particularly emphasizing the interplay of social voices and ideologies in Dostoevsky's novels. In literacy studies, scholars find dialogic theory valuable for understanding the intricate dynamics of classroom interaction. From a dialogic standpoint, classroom participation is seen as a complex social achievement occurring amidst simultaneous social and linguistic differences (Caughlan et al., 2013, p. 214).

In Bakhtin's perspective, dialogism transcends face-to-face conversations and delves into how we interpret written and spoken language. He suggests that every piece of text, including entire books, is essentially a part of an ongoing dialogue. Contrary to being a singular, unified voice, a text weaves together a tapestry of multiple voices that interact within it. Consequently, every expression or utterance is inherently dialogic because each utterance simultaneously reacts to a specific context or previous expression (responsivity) and is directed toward an intended audience or situation (addressivity). This framework posits that spoken or written— language receives its meaning from how it is used within society. Thus, the significance of words or texts is not isolated or static; their social environment and interactions dynamically shape it. In essence, the meaning we find in language is a product of collective social construction rather than existing in a vacuum (Zayed, 2016, p. 3).

Bakhtin's theory of dialogism proposes that our speech develops through a continuous blend and adaptation of the words and utterances we encounter from others. He suggests that

our expressions are a mix of our originality and the influence of others' language, which we absorb, modify, and infuse with our style. He also points out that our language is not a solitary voice in any communicative role, whether as a teacher, parent, or student. Instead, it is a composition of layered voices that continually interact and adjust within various contexts, aiding in our recognition and comprehension. Furthermore, Bakhtin distinguishes between two types of discourse: authoritative and internally persuasive. Authoritative discourse is perceived as an unquestionable truth that one must either fully accept or altogether reject. In contrast, internally persuasive discourse is a blend of personal and external elements. It is a type of discourse we use through interaction and contemplation. He identified two methods of integrating discourse into our speech. The first is through memorization, a rigid approach closely tied to authoritative discourse. The second is by paraphrasing in our own words a method that is adaptable, interactive, and leads to transformation. This second method fosters internally persuasive discourse, characterized by its dynamic and evolving nature. This kind of discourse is not static; it continuously evolves, allowing for personal reinterpretation and application in new contexts (Zayed, 2016, p. 4). Bakhtin's perspective on language is central to this concept, which differs from Vygotsky's emphasis on physical tools in learning. Bakhtin sees language as an active, living entity that drives insight and rejuvenation. His interpretation goes beyond mere words to how we perceive reality through various linguistic nuances, like tone and body language. In this dialogic approach, language and dialogue are not just communication tools but the essence through which we continuously reshape our understanding of the world. This shift from knowledge construction to exploration through dialogue signifies a more adaptable and interactive educational model, emphasizing continuous learning and student participation (Zayed, 2016, p. 4). Knowledge emerges collaboratively as students engage in joint creation during their social interactions. This process involves constructing and continuously reshaping understanding among participants engaged in particular activities set in specific contexts. They collectively strive to accomplish a shared objective by utilizing the cultural tools available to them. This approach underscores the collective nature of knowledge formation, where it is not a solitary pursuit but a product of communal effort and interaction (Zayed, 2016, p. 4).

Knowledge is dynamic and continuously evolving rather than fixed or static. This concept is rooted in Bakhtin's dialogical perspective, which views knowledge as being shaped and reshaped through ongoing dialogue and interaction among diverse voices. The text emphasizes that knowledge adapts and transforms in response to new information, experiences, and societal shifts, such as those brought about by globalization and digital communication platforms like online chat rooms. It underscores the notion that every contribution to dialogue—whether through spoken or written word—plays a role in the collective construction and evolution of knowledge. This ongoing process is likened to a "world symposium," where all utterances and interactions contribute to a never-ending ideological chain, highlighting knowledge development's perpetual and interactive nature (Matsuo, 2014, p. 8).

Rupert Wegrif presents a theoretical argument proposing that literacy education focused on nurturing connections and active engagement is well-suited to meet the demands of the digital age. The articles in this collection explore the theme of collective ideas, highlighting the significance of relationships in dialogic educational approaches, irrespective

of whether one adopts an epistemological, ontological, or more mechanistic viewpoint on dialogic teaching and learning. Wegrif asserts that relationships serve as crucial mediators in language usage, suggesting that the meaning of words, whether spoken or written, is shaped within the context of a relationship, and the quality of this relationship impacts the meaning itself. Additionally, he indicates that language and literacy practices inherently involve the formation and impact of diverse communities, which could be referred to as "affinity spaces" in the context of the Internet age (Brindley et al., 2016, p. 3). Wegrif adds that there is a pressing need for a specific type of thinking and literacy approach tailored to the digital age. This method underscores the importance of being receptive to the unfamiliar, going beyond one's own comprehension, and participating in dialogues with the vast unknown. Drawing from Bakhtin's idea of the super addressee and Levinasian philosophy's concept of the infinite other, this notion infuses the interactive exchange with a spiritual aspect, framing intellectual and literacy endeavors as profound engagements with others in the digital landscape. Encouraging an embrace of diverse forms of otherness, visible or concealed, lies at the core of literacy education; this entails nurturing students' ability to actively listen to, engage with, and react to many voices. Rather than prioritizing certainty and moral superiority, the focus is on cultivating empathy and inquisitiveness. These attributes are considered indispensable for navigating the intricate terrain of the modern media environment and fostering the requisite modes of thought demanded by contemporary society (Brindley et al., 2016, p. 4).

Robin Alexander's exploration of dialogic teaching presents it as a unique, all-encompassing strategy for classroom interactions, setting it apart from conventional teaching styles and informal discussions. This method places equal importance on the input of both teachers and students, fostering a reciprocal dialogue rather than a one-directional flow of information. It encompasses the entire curriculum and is deeply rooted in studies exploring the interplay between language and cognitive development. Dialogic teaching transcends mere enhancement of communication skills; it aims to revolutionize classroom interactions, power structures, and the very perception of knowledge itself. This approach is more of an overarching educational philosophy than a specific technique, demanding a thorough reassessment of existing teaching practices and classroom relationships. Grounded in solid evidence and educational principles, it employs diverse strategies and tactics tailored to meet various pedagogical objectives, student requirements, and subject content. Dialogic teaching utilizes different classroom formats, ranging from collective class sessions to group activities led by teachers and students and one-on-one interactions. Crucially, this approach stimulates critical thinking and active participation, steering students away from passively receiving information or echoing pre-existing ideas. To ascertain whether teaching is genuinely dialogic, one should assess if the responses elicited in class provoke further inquiry and encourage students to think independently rather than merely echoing the thoughts of others. In essence, as Alexander envisioned, dialogic teaching is a vibrant, engaging, and introspective educational approach. It aims to cognitively and socially empower students, moving beyond traditional teaching methods to cultivate a more interactive and contemplative learning atmosphere (Dialogic Teaching – Robin Alexander, n.d., p. 4).

Studies examining classroom communication have pinpointed particular interaction styles, including exploratory talk, argumentation, and dialogue, that facilitate the cultivation of advanced cognitive abilities and intellectual growth. These interaction patterns engage

educators and students in collaborative endeavors to co-create meaning and construct knowledge collectively (Ellis, n.d., p. 10). Ellis, n.d.Introduced change within the school setting, mainly aimed at fostering a more dialogic learning atmosphere, unfolds gradually. Progress hinges on establishing a dialogic learning atmosphere where students thoroughly understand the expectations. Teachers are pivotal in driving this shift by veering away from conventional teaching techniques and restructuring pedagogical approaches to transition from authoritative figures to facilitators in the learning journey (Ellis, n.d., p. 10).

The core concept of dialogic teaching revolves around cultivating classroom conversations characterized by exploration, attentive listening, idea generation, critical inquiry, problem-solving, and consensus-building among both educators and learners. It advocates for viewing challenges and errors as valuable learning opportunities and strives to promote equitable participation among all individuals. While dialogic teaching is intricate, Boyd (2019) illustrated it through analogies to sports, stating that conventional classroom dynamics resemble a ping-pong game where the teacher serves questions, students respond, and feedback is provided. In contrast, dialogic teaching mirrors a game of basketball, where ideas are collectively shared, expanded upon, contested, and refined by students. We can also illustrate it by teaching a child how to ride a bike, providing the bike with specific elements to write it, and letting him/her discover the process and the path. Alternatively, educators may adopt a coaching style akin to keepy-uppy in soccer, leveraging students' identities and knowledge to encourage their involvement and maintain the flow of dialogue (P. Boyd, 2019, pp. 3–4).

1.3.2. Monologic Discourse to Dialogic Discourse

Monologic discourse, often misconstrued as a solo performance, inherently deviates from traditional monologues. This form of communication involves an additional participant, typically students, fostering authentic dialogues. In this educational approach, the primary objective is disseminating knowledge with greater autonomy granted to the teacher, ensuring the teacher's knowledge-sharing goal is fulfilled. Rather than allowing space for diverse voices, monologic discussions establish symmetrical power dynamics, suppressing student ideas and authentic interaction. Initiatory phases are commonly associated with both monologic and triadic discussions (Iqbal et al., 2021, p. 375). Bakhtin's critique of monologism centers on its assertion that a single, unified viewpoint can capture the entirety of truth, a stance he challenges by emphasizing the varied nature of human thought and perspectives. He argues that monologism oversimplifies this complexity, favoring a homogenized, overarching consciousness and undervaluing the unique insights and variations each individual brings. In Bakhtin's view, this approach erroneously marginalizes personal differences as irrelevant or incorrect, implying that proper knowledge should be detached from individual nuances and exist in a collective, impersonal form. However, Bakhtin champions embracing many voices and viewpoints to achieve a comprehensive and authentic understanding of truth. He asserts that truth is not the domain of a singular consciousness but flourishes through the collective expression and interaction of varied perspectives. He envisions the process of understanding as a symphony, where diverse voices blend to create a more complete and nuanced comprehension, not simply an aggregate of separate truths but a

cohesive and dialogical synthesis, which we exemplified as composing a piece of music together within the literature classroom.

When we examine the actual practices in schools, it becomes apparent that the teaching methods commonly used in classrooms diverge significantly from the principles of dialogic teaching. Instead, the prevailing approach to instruction predominantly follows a transmissive and nomological model. In this traditional teaching paradigm, teachers typically convey specific facts or information to their students in a one-sided manner. Consequently, they often evaluate students' understanding by posing closed-ended questions that usually elicit concise and factual responses. This method primarily emphasizes the delivery of information and the verification of rote memorization rather than nurturing open-ended discourse, critical thinking, and interactive learning, which are the defining characteristics of dialogic teaching (Sedova, 2021, p. 38). Their instructional stance fundamentally shapes a teacher's instructional approach in classroom discussions. When teachers embrace a monologic stance, they focus on knowledge transmission from teacher or text to student. On the other hand, a teacher adopting a dialogic stance is open to diverse interpretations, willing to relinquish interpretive authority, and considers student viewpoints, even those that diverge from the conventional. Central to the dialogic stance is a genuine belief in the value and interest of student ideas, warranting careful examination. While classrooms featuring teachers with a dialogic stance often witness the prevalence of authentic and open-ended questions, those with a monologic stance tend to lean towards standardized test questions. However, reducing teachers' stances to categorizing talk moves could be more complex. Teachers' orientations toward classroom discourse and student learning act as guiding compasses, navigating them through the unpredictable dynamics of classroom conversations. Consequently, merely training teachers in the talk practices associated with dialogic teaching falls short. Achieving meaningful and sustainable progress toward dialogic instruction necessitates a profound shift in outward practices and inward perspectives (McElhone, 2015, p. 157). Encouraging the growth of thoughtful and discerning readers in educational settings necessitates a shift away from predominantly one-sided (monologic) towards more interactive (dialogic) methods of reading instruction. This transition poses a significant challenge within an educational system heavily influenced by standardized curricula.

Authoritative discourse in education, a concept analyzed by Abd Elkader in 2014. It focuses on how this formal and established mode of communication is employed in academic settings for various reasons. Primarily, educators use it to solidify and validate their roles and identities as professionals. Beyond individual teachers, this formal discourse is also a requirement enforced by school administrations, often reacting to the standards and expectations set by higher educational authorities like the Ministry of Education. Such a practice aims to adhere to specific benchmarks and responsibilities dictated by these authorities. However, Abd Elkader criticizes this practice, terming it "pedagogical violence." This critique arises from the observation that students suffer negative consequences when they fail to meet the educational objectives enforced through this authoritative discourse. The critique points to the coercive nature of this practice, where compliance with specific educational goals is prioritized, potentially undermining student engagement and independence. Overall, while authoritative discourse upholds educator identities and meets institutional obligations, its rigid implementation can harm students, forcing them into

conformity (Zayed, 2016, p. 4). The research of Zayed (2016) introduces an innovative framework for understanding learning, emphasizing the significance of student voices and their varied internal perspectives. It suggests a more profound comprehension of the transformations within learners and their social contexts. The study argues that knowledge creation extends beyond textual content, arising from a collective interaction of different voices. Here, texts are seen as instrumental in aiding learners' cognitive processes in grasping and conceptualizing knowledge. The research identifies two distinct classroom discourses: authoritative and internally persuasive. The research underscores the need to view learning as a collaborative, evolving process significantly shaped by active engagement and diverse student viewpoints (Zayed, 2016, p. 8).

Extending Bakhtin's concept to literature, Bakhtin critiques the monological approach for confining itself to a lone perspective, whether an individual's, a group's, or even a divine one. He observes that in monologic stories, the narrative ultimately mirrors the author's viewpoints, consolidating approved ideas under the author's vision and dismissing dissenting views as mere character idiosyncrasies or societal representations rather than legitimate intellectual stances. Bakhtin advocates for dialogism in literature, positing that interacting with diverse voices and perspectives more effectively captures the intricacies of truth and human experience. He underscores the need for a rich tapestry of voices in literature to reflect the complexity and interconnectedness of knowledge and understanding (Shirkhani et al., 2015, pp. 511–512). In situations where a teacher is seen as an infallible figure or the central figure of authority, various reactions from students might occur. They could become overwhelmed by the teacher's opinions, feel coerced into agreement, or become disinterested and forget the content after class. Such unidirectional communication, whether deliberate or not, leads to a teaching approach characterized by monologism, with little to no student participation or feedback. Classroom strategies such as prolonged lectures, an overreliance on textbook material, and extensive projects can also contribute to this atmosphere, leading to students merely absorbing information passively instead of engaging actively in their learning journey. We can also address the teacher's side nature of monologic teaching. Teachers lacking active engagement from students might feel compelled to offer more detailed explanations, which further entrenches the monologic teaching style. This kind of teaching constrains the opportunities for a dialogic classroom environment in which ideas are mutually exchanged and learning is collaboratively developed between teachers and students (Shirkhani et al., 2015, p. 513).

While monologue may give the impression of being a one-sided form of speech where a single person talks without any interaction or response from others, it is inextricably linked to dialogic speech, which involves people conversing and engaging with one another. This concept implies that within monologue, there exists an underlying element of dialogue, as the thoughts and perspectives of others shape all forms of speech. When individuals speak, they often draw upon their past experiences, interactions, and conversations with different people. These prior exchanges and the influence of others contribute to shaping their thoughts, ideas, and how they express themselves. In essence, even during what may appear to be a monologue, individuals indirectly connect with the thoughts, perspectives, and voices of those who have left an impact on them; this emphasizes the interconnected nature of human communication, where we are constantly in a state of dialogue with the thoughts and ideas of

those around us, regardless of whether we are engaged in a direct conversation(Shirkhani et al., 2015, p. 513).

It is crucial to distinguish dialogic teaching from teacher-centered classroom practices where teachers mainly pose closed or known information questions, expecting students to provide correct answers, followed by teacher feedback. These teacher-centered triadic patterns, IRF (input, response, feedback), prioritize the teacher's perspective. In contrast, dialogic teaching emphasizes student talk, portraying a practice where teachers consider students' contributions, and all participants collaboratively shape the focus of the ongoing lesson (Arend & Sunnen, 2016, p. 2906). The instructional conversation (IC) represents a departure from traditional teaching methods in Western education, where teachers typically serve as the primary conveyors of knowledge. Instead, IC emphasizes the active involvement of students in constructing meaning through interaction. Tharp and Gallimore (1988) provide a practical example of this concept, illustrating how a child's search for a lost toy with the guidance of a parent can serve as a foundation for higher cognitive functions. Through strategic questioning, the parent facilitates the child's access to stored information and the development of problem-solving abilities. IC employs dialogue-rich techniques to enhance students' understanding of unfamiliar language and content, encouraging reflection and facilitating deeper comprehension beyond conventional knowledge transfer methods (Sybing, 2019, pp. 350–351).

Dialogic discourse, exemplified by figures like Socrates, is characterized by mutual engagement and the pursuit of truth through conversation. Bakhtin underscores Socrates' role as a facilitator of truth, aiding in the emergence of ideas rather than claiming exclusive ownership of truth. Although Socrates embodies the ideal of a teacher in dialogic discourse, Bakhtin suggests that little is mentioned about Socrates' specific function in his dialogues (Perlina, 1984, p. 22). Only some types of classroom dialogue are conducive to fostering deeper thinking and understanding among students. Mercer and Hawe advocate for a particular interpretation of dialogue, highlighting conversations where participants actively listen to, engage with, and collectively consider each other's ideas. There is an increasing focus on the teacher's role in guiding students' development by encouraging genuinely dialogic, collaborative, and fruitful exchanges. Expanding on this notion, Alexander presents a framework for dialogic teaching, conceptualizing it not as a single approach but as a diverse array of adaptable practices rooted in procedural principles. These principles serve as the foundation for teacher-student interactions and promise to foster a more dialogic pedagogy within classrooms (García-Carrión et al., 2020, pp. 3–4). Now that we have understood the essence of dialogic teaching and the shift from monologist into dialogism, we will look at dialogic pedagogy in language teaching in the next part.

1.3.3. Dialogic Pedagogy in Language Teaching

Dialogic pedagogy leverages various forms of communication to assist educators in determining the specific attention, comprehension, and reactions they aim to evoke in their learners. It involves considerations such as whether learners acquire language through dialogic utterances or commit linguistic knowledge, such as words serving as signals, to memory. Additionally, it addresses the orientations of students towards knowledge in the

second language (L2) and the nature of relationships between individuals. The thoughtful use of discourse is essential in the developmental process of fostering ethical and intellectually competent individuals (Matsuo, 2014, p. 9)

Internally persuasive discourse emerges inherently because each utterance originates from someone else—it is linguistically and emotionally constructed as both a response and an invitation for further responses. As elucidated, "Every word expresses the one about the other. I give myself verbal shape from the other's point of view, ultimately, from the point of view of the community to which I belong" (Volosinov, 1986, p. 86). In this context, the teacher plays a crucial role in fostering and guiding learners' expressions, facilitating individual consciousness's ideological and emotional development. This evolution is inherently intercultural, owing to the presence of unmerged voices within the dialogic polyphony of the classroom. In this dynamic, there is no chaos; instead, everyone's words coalesce through the dialogical relationships established in the classroom (Matsuo, 2014, p. 10).

Arend and Sunnen's article highlights the intricate and sequential nature of teaching language to students, emphasizing that the process unfolds in situated interactions between the teacher and students. There are instances when the classroom discourse is highly structured and teacher-centered, characterized by IRF (Initiation-Response-Feedback) sequences, limiting room for spontaneous student input or questions. However, there are also moments where students, in collaboration with the teacher, reshape the participation framework. Upon closer analysis from a Conversation Analysis perspective, what may initially seem disorderly becomes a jointly organized interaction (Arend & Sunnen, 2016, p. 2911). Arend and Sunnen's examination illustrates how students deviate from the typical IRF sequences, creating a new and more open mode of participation. CA (Conversation Analysis) enabled them to closely scrutinize turn allocation, specifically regarding self-selection and overlaps, which proves crucial for understanding students' contributions and the social dynamics of their responses. By analyzing overlaps, they uncovered how the teacher and students anticipate each other's utterances and maintain an orientation toward one another. These overlaps and self-selections indicate mutual attention and dialogue involving the holding of different perspectives in tension. Even if the teacher does not align with the student's viewpoints, he provides a space for them to test their understanding against that of others, using arguments to extract relevant information and explanations from both the teacher and fellow students regarding their perceptions and inquiries (Arend & Sunnen, 2016, p. 2911).

Marchenkova's 2005 study, "Bakhtinian Theory and Second Language Learning," presents a revolutionary perspective on second language learning and foreign language education, drawing on Bakhtin's theory of dialogue. When applied to language learning, this theory suggests a significant shift from traditional approaches. One of the core principles Marchenkova discusses is the Universal Equality of Participants. Bakhtin's dialogue theory posits that every participant in a conversation holds equal importance; this challenges the conventional language learning settings where a hierarchy based on language proficiency often exists. By recognizing the equality of all conversational partners, Marchenkova points towards a more inclusive and dynamic learning environment. The study also delves into the intrinsic connection between Language and Culture Context. Marchenkova emphasizes that

language learning cannot be isolated from a cultural context. In Bakhtin's view, language and culture are deeply intertwined, and understanding this relationship is crucial for effective second language acquisition (SLA) and foreign language education. This approach encourages a more holistic understanding of language, where cultural nuances and linguistic elements are equally important. Marchenkova further advocates for the integration of Dialogue in Language Teaching. She argues that dialogic interactions should be at the heart of language teaching methodologies. This approach prioritizes interactive communication and active learner participation, contrasting traditional lecture-based methods. It implies that language learning is not just about memorizing rules and vocabulary but engaging in meaningful, communicative exchanges. The study explores the connections between Bakhtin's dialogue theory and SLA in Three Main Areas: Language, Culture, and Identity. These elements are interconnected and vital for language learning and identity formation. Marchenkova's focus on these areas highlights the multifaceted nature of language learning, encompassing linguistic skills, cultural understanding, and personal identity development (Shirkhani et al., 2015, p. 511). In summary, Marchenkova's study introduces Bakhtin's dialogue theory as a transformative lens for viewing second language acquisition and foreign language education. It suggests a paradigm shift where dialogic interaction, the equality of all conversation participants, and the integration of language with culture and identity are central to effective language learning and teaching. This perspective opens up new avenues for research and practice in language education, emphasizing a more inclusive, communicative, and holistic approach. While spoken and written language is a powerful vehicle for enabling conversations, it is one element among numerous ways dialogic connections emerge within the broader scope of human existence. Additionally, it draws attention to a central concept within Bakhtin's language theory, which revolves around the idea that the essential building block of shared communication is the expression—be it spoken or written—that takes place between individuals. This viewpoint emphasizes the importance of individual expressions and interactions in the intricate tapestry of human communication and life (Shirkhani et al., 2015, p. 514).

Language goes beyond mere grammatical structures; it profoundly connects with ideology. This ideology, as described in the text, encompasses all socially constructed ideas. Shirkhani et al. (2015) relate this to Heteroglossia, which revolves around diverse social groups using distinct socio-ideological languages. These encompass both the everyday language spoken by different segments of society and the specialized language used by professional groups. Essentially, they underscore the intricate connection between language and ideology, recognizing the variety of linguistic and ideological expressions within a given society (Shirkhani et al., 2015, p. 514).

The study of (Naeijabad et al., 2020) findings indicates that implementing dialogic teaching approaches in such classrooms is both feasible and practical. It proposes that EFL teachers can integrate dialogic teaching techniques. Nevertheless, the study underscores the importance of training EFL educators to transition from traditional, teacher-centered approaches to more interactive, student-centered methods. To effectively establish dialogic discourse, the study outlines several vital components, including actively engaging with students' contributions, posing genuine inquiries, incorporating student feedback, providing thoughtful evaluations of student responses, encouraging in-depth and reflective

participation, fostering student-led discussions, and cultivating a supportive and collaborative learning atmosphere. These measures are intended to facilitate the successful adoption of dialogic teaching strategies in EFL classrooms (Naeijabad et al., 2020, pp. 176–177). Lee and Rendaya (2017) found that having proficient English teachers does not guarantee effective communication and negotiation of meaning. They suggest that the ability to prompt students and gauge when to cede control of discussions, skills unrelated to general language proficiency, is essential for successful instructional conversations (Sybing, 2019, pp. 370–371).

1.3.4. Collaborative Learning as a Transformative Educational Practice

In an educational setting where each individual is regarded as an autonomous subject, knowledge emerges collaboratively through dialogic polyphony, a harmonious interplay of distinct voices engaging in mutual conversation rather than monologues. This dialogical polyphony gives rise to internally persuasive discourse, characterized by individuals acknowledging and incorporating the words and perspectives of their peers. As learners engage in discourse throughout lessons, the teacher fosters an environment encouraging experimentation with language and ideas. Consequently, learners progressively refine their discernment, becoming more selective in absorbing and assimilating diverse words and worldviews (Matsuo, 2014, p. 10)**.**

The research of Gunnlaugson & Moore (2009) was prompted by the identification of two significant issues within an English as a Foreign Language (EFL) class at a public school. Firstly, there was a notable trend of students exhibiting disrespectful behavior towards each other and occasionally towards the teacher. Secondly, students needed help with group work, struggling to listen to each other, collaborate effectively, and participate in teacher-proposed activities. These challenges commonly arise in educational settings. To tackle these issues, the study aimed to explore the effects of implementing Collaborative Learning from a dialogical perspective on the interactions of 7th-grade students in an EFL classroom. The objective was to address these challenges and reform traditional teaching and learning methods within the school (Gunnlaugson & Moore, 2009, p. 136). The later study revolves around dialogical education, which aims to humanize teachers and students. Within this framework, pedagogy enables critical engagement with reality through both parties' reflection, action, and committed involvement. Knowledge is socially constructed through dialogue, and mutual learning occurs, fostering students' ability to comprehend and reshape their reality. Education, therefore, becomes a vehicle for social transformation within this dialogical process (Gunnlaugson & Moore, 2009, p. 137). Collaborative learning encompasses three primary dimensions: fostering both social and intellectual engagement to cultivate connections among students, developing cooperation and teamwork skills to manage conflicts and promote inclusivity, and nurturing a sense of civic responsibility by encouraging students to actively engage in discussions, deliberations, and consensus-building to positively impact their community (Gunnlaugson & Moore, 2009, p. 137). The core concept presented here suggests that implementing Collaborative Learning methodologies in the study can promote the cultivation of engagement, teamwork, and accountability among students within a dialogic context. This method encourages active participation and

interaction during discussions and empowers students to assume responsibility for their learning journey. Moreover, critical pedagogy and Collaborative Learning. Both approaches believe learning is inherently social, encouraging students to participate in reflective dialogue, problem-solving, and decision-making. Critical pedagogy, operating within a dialogical educational framework, guides teaching practices to construct knowledge collectively by addressing societal issues. Collaborative learning, on the other hand, provides avenues for sustained dialogue, collaborative meaning-making, joint academic endeavors, and initiatives toward creating a more just and inclusive classroom environment (Gunnlaugson & Moore, 2009, p. 137). The study of Gunnlaugson and Moore (2009) delves into several core concepts regarding the integration of a critical perspective and Collaborative Learning methodology in an English classroom:

- Research Methodology and Critical Perspective: The study adopts an action research approach that is iterative, evaluative, reflective, and participatory, aiming to pinpoint and tackle issues within a specific educational setting. It underscores the significance of qualitative data in effecting changes and enhancements in teaching practices. Critical perspective encourages educators to introspect on their teaching environments, focusing on grasping their students' unique needs and characteristics.
- Educational Setting and Participant Details: The study is set in a public school in Bogota, Colombia, and focuses on a 7th-grade cohort comprising students aged 12 to 15. These students grapple with behavioral and academic hurdles from societal challenges like economic instability, violence, and limited avenues for social advancement.
- Dialogical Teaching Approach and Student Engagement: The study endeavors to cultivate active student involvement, critical social awareness, and a sense of accountability in the learning process by fostering an inclusive classroom environment where student input is valued and encouraged.
- Revolutionizing Teaching Practices: The study aims to revamp conventional teaching methods that predominantly rely on teacher-directed instruction through dialogue-driven instruction and collaborative learning techniques. It advocates for a shift towards student-centered classrooms where students actively participate in discussions, express their thoughts, and assume ownership of their learning journey.
- Innovative Class Setup and Curriculum: The study proposes alterations in classroom layout and subject matter, departing from traditional curriculum content to address topics relevant to students' lived experiences. The rearranged seating plan promotes student interaction and teamwork while exploring themes tied to their immediate realities, enhancing engagement and applicability.
- Encouraging Reflection and Empowerment: Students are prompted to reflect on their experiences and roles within various social spheres, leading to personal growth and heightened social consciousness. Through collaborative activities, students develop self-reliance, self-regulation, leadership acumen, and social awareness, enabling them to collectively address societal challenges and cultivate a sense of civic duty.
- Strategies for Effective Group Work: The study advocates for implementing well-defined group work strategies, emphasizing delineated roles, established agreements, and shared responsibilities among students. Through participatory decision-making

and constructive interactions, students foster mutual respect, cooperation, and camaraderie within their groups.

In summary, the study underscores the transformative potential of collaborative and dialogical teaching methodologies in fostering student engagement, accountability, and social awareness, ultimately contributing to enriching learning experiences and driving positive societal change (Gunnlaugson & Moore, 2009, pp. 139–147).

1.3.5. Characteristics and Principles of Dialogic Teaching

Genuine dialogue encompasses empathy, encouragement, acknowledgment of risks, and a sincere commitment to participation. It represents a mode of communication where individuals aim to comprehend each other and collaborate towards outcomes that satisfy both parties rather than seeking to assert dominance or persuade others through intellectual superiority. Effective dialogic teaching encourages dialogue and participation and ensures students grasp knowledge and engage with the curriculum. Teachers embracing a dialogic approach must balance listening, guiding, responding, and instructing students to think critically and analytically (P. Boyd, 2019, p. 4). In this chapter, the principles of dialogic teaching are summarized in collective engagement and reciprocal communication, supportive environment and cumulative idea building, purposeful planning and adaptability in communication, flexibility and diversity, and further propose the work cited techniques for promoting dialogic interactions.

1.3.5.1. Collective Engagement and Reciprocal Communication

Boyd and Markarian contend that dialogic instruction influences discourse patterns, decision-making roles, and goal recognition for students and teachers. This approach nurtures analytical learning through multiple voices and perspectives, creating a conducive language environment. Christoph and Nystrand (2001) assert that dialogic talks involve probing questions, high-level evaluation, uptake, and cognitive engagement, contributing to authentic, non-prescriptive questioning and elevated student responses. Alexander (2008) outlines fundamental principles of dialogic teaching, emphasizing the importance of collective engagement, reciprocal communication, a supportive environment, cumulative idea building, and purposeful planning. Dialogic talks encompass oracy elements such as talk patterns, agenda setting, contingent practices, and the inner animation of ideas. These talk patterns focus on question types, student speaking time, and turn-taking norms. Agenda setting involves selecting and controlling discussion topics, while contingent practices and inner animation refer to the speaker's intentions in discourse. According to Alexander, dialogic interactions involve teachers and students building upon each other's ideas, transforming them into coherent lines of thinking and inquiry, fostering improved intellectual engagement with the subject matter (Arend & Sunnen, 2016, p. 2906). Neil Mercer and Karen Littleton align with Alexander in characterizing dialogic teaching as an approach where both teachers and students actively contribute, significantly advancing children's thinking on a specific idea or theme. Effective dialogic pedagogy exhibits distinct characteristics, such as collaborative inquiry, free-flowing exchange of ideas, active involvement of diverse voices and perspectives, shared knowledge construction, and the establishment of respectful classroom

relationships within a democratic learning community. Scholars have embraced sociocultural theory, acknowledging the inherently sociocultural nature of teaching and learning (Haneda et al., 2017, p. 2). The examination of school engagement is a complex concept with three primary facets: involvement in behavior, emotional connection, and cognitive engagement. Additionally, the notion of agentic engagement, denoting students' active participation and interaction within the classroom, is introduced. Disaffection, characterized by inattention and negative emotions like tiredness and boredom, is identified as a distinct aspect of school engagement by certain researchers. The quality of interaction between teachers and students is emphasized as a pivotal factor influencing students' engagement in the classroom. The correlation between the quality of classroom interaction and students' engagement is suggested to be affected by the degree to which teaching practices offer motivating opportunities for students to participate and actively pursue meaningful objectives. Encouraging students' involvement in educational dialogue is proposed as a method for teachers to stimulate critical thinking, promote participation, and fulfill psychological needs like autonomy, competence, and relatedness. Establishing an environment that addresses these psychological needs is proposed to propel individuals' motivational aspirations and goal-setting.

Genuine dialogue necessitates participants' commitment to one another and wholehearted engagement in communication. It is not about attempting to dominate or persuade others through intellectual prowess or erudition. Instead, it revolves around the pursuit of mutual understanding and the exploration of mutually satisfying perspectives. This commitment to ongoing conversation fosters comprehension and cooperation among participants (Lane, 2020, pp. 5–6). Dysth and Bergoo express concerns about the growing pressure to standardize and assess knowledge in educational systems in various countries; this trend oversimplifies the complexity of knowledge and learning, potentially hindering a genuinely enriching educational experience (Öhman, 2017, pp. 15–16). The triadic nature of dialogue draws on Bakhtin's perspective. It points out that dialogue in the classroom is not just an exchange between teacher and student; it also involves the subject matter at hand. This triadic interaction, where the content also plays a role in the dialogue, is crucial to understanding and fostering meaningful educational exchanges, contrasting with the more common dualistic view of teacher-student interaction (Öhman, 2017, pp. 19–20). Achieving a dialogic classroom extends beyond the use of formal teaching techniques. It hinges on the teacher's approach to the subject matter, requiring them to engage deeply with and personalize their teaching material. This approach is about imparting knowledge and guiding students to develop their own evaluative skills and perspectives, thus enriching the educational experience (Öhman, 2017, pp. 19–20).

(Caviglia et al., 2017)) Research centers on advancing dialogue and deliberation within educational contexts and public discourse to enrich collective decision-making and comprehension. Deriving Insights from Approaches to Foster Collective Harmony, the authors draw inspiration from diverse methodologies to enhance communal coexistence and constructive discourse on matters of public concern. One of the proposed Methodologies is a deliberative Classroom. This method prioritizes nurturing dialogue and critical thinking abilities within educational institutions to address and manage conflicts and disagreements effectively. In addition, in Integration of Dialogic Literacy Across Academic Disciplines, The

authors champion the integration of dialogic literacy across various fields of study, underscoring its pertinence in language classrooms as forums for introspection and discourse. They posit that educators across disciplines stand to benefit from integrating dialogic methodologies into their teaching practices. Also, Collaborative Rationality for Public Policy entails collaborative decision-making frameworks utilized in domains such as urban planning and conflict resolution, emphasizing rational dialogue and mutual respect among stakeholders (Caviglia et al., 2017, pp. 9–28).

In authentic dialogue, there is a sense of equality where participants engage openly and without any sense of superiority, no matter their standing. Nevertheless, this does not negate the importance of a teacher's expertise. Acknowledging the teacher's authority can improve the effectiveness of dialogue-based teaching. While everyone's contributions hold equal weight, honoring the teacher's expertise can enrich discussions and foster a more profound exchange of thoughts and comprehension. (Reznitskaya et al., 2009, p. 32). In the past twenty years, numerous scholars in education have turned their attention to exploring cognition and learning within classrooms. Utilizing Bakhtinian dialogism as a conceptual foundation, many scholars aim to understand the intricacies of communication within classrooms, especially the interactions between teachers and students. They employ cultural frameworks to underscore the learning process's social and mutually influential aspects. Additionally, they leverage language's inherently social and intersubjective characteristics to analyze various forms of classroom discourse and their impact on the evolution of thinking and learning (Arend & Sunnen, 2016, p. 2906).

According to certain scholars, the crucial aspect is the dialogic perspective that forms the foundation of the conversation, influencing the teacher's approach towards students and their involvement in classroom learning activities. In this scenario, the student's interpretation of the teacher's intended meaning (i.e., illocutionary force) likely shapes their response rather than the syntactic structure of the utterance itself. The understanding of a specific utterance or interaction is contingent upon the prevailing dialogic relationships in the classroom, which evolve and develop over time, as suggested by Mercer in 2005. However, these dialogic relationships are inevitably complicated by imbalances in power and privilege, as well as cultural, emotional, political, contextual, and psychological factors, as proposed by Weiner in 2007 (Haneda et al., 2017, p. 3). Researchers use various methods to analyze the effectiveness of dialogic instruction in classrooms. They examine factors such as the balance of student-to-teacher speech, the nature of questions posed, and how teachers respond to students. Historically, research has shown that teachers often dominate classroom discussions. However, studies suggest that increasing the proportion of student speech relative to teacher speech can shift traditional classroom dynamics, fostering more student engagement and the potential for genuine dialogic interactions. Despite this, more than a high ratio of student utterances alone is needed to confirm the presence of dialogic teaching. A more comprehensive, large-scale analysis of classroom interactions, specifically looking at how student and teacher utterances interplay, is necessary to move towards dialogic teaching practices that challenge the conventional teacher-centered approach (Caughlan et al., 2013, pp. 215–216).

1.3.5.2. Supportive Environment and Cumulative Idea Building

In contrast to instructional methods adhering to a predetermined script, where teachers pose questions demanding factual answers and assess student responses, dialogic interaction exhibits a dynamic and fluid nature. Within a supportive classroom setting, participants, including the teacher, attentively listen and contribute to each other's ideas. Ideas do not merely accumulate; they are thoroughly explored and actively debated (McElhone, 2015, p. 156).

Alexander's 2006 principles of dialogic teaching highlight five essential elements: collectiveness, reciprocity, supportiveness, cumulativeness, and purposefulness, all aimed at specific learning objectives. Following these principles, dialogic teaching entails inviting and motivating students to actively engage in conversations using open-ended questions, follow-up prompts, and feedback. The objective is to challenge students to broaden their thinking, justify their opinions, and connect to new experiences. Educational dialogue, as outlined, enables students to collectively discuss real-world issues, share opinions and experiences, and engage in reflective discussions. Such participation cultivates a sense of belonging, enhances cohesion, and facilitates subsequent productive dialogues. Complementing Alexander's principles, Lefstein (2006) suggests that dialogue should be meaningful, involving teachers and students sharing views on mutual interests and critical, identifying diverse perspectives and associated questions. In authentic dialogue, participants display empathy by offering support to one another. They approach their interactions critically, responding positively to each other's contributions during the conversation. This supportive atmosphere cultivates a sense of connection and mutual comprehension among participants. Moreover, True dialogue recognizes the inherent risks involved in interactions between participants. Engaging in dialogue means opening oneself up to vulnerability, as it entails communicating with a diverse array of individuals, including those one might not typically choose to engage with. This vulnerability exposes participants to unforeseen experiences and consequences.

Dialogue can manifest differently, with some needing more positive attitudes and respectful interactions. Scholars like Buber and Bohm have proposed contrasting modes of dialogue. First is the I-Thou Dialogue, which involves establishing a profound and meaningful connection between participants. Buber's framework represents the "I" as the observer or perspective of one participant and the "Thou" as a link to divine aspects in various forms, encompassing animals, objects, art, and individuals. Such dialogue is characterized by profound respect and appreciation for the other participant, recognizing their intrinsic worth and value- and the I-It Dialogue -entails regarding the other participant as an object or a means to serve the interests of the "I." - In this type of dialogue, the emphasis is on practical or utilitarian aspects, often lacking the same level of respect or appreciation for the other person (Lane, 2020, p. 2).

Scholars like Dysthe and Bergoo interpret the concept of dialogue in the context of education. It presents several key insights. Dysthe and Bergoo's concept of dialogue underscores the importance of acknowledging and valuing each student's cultural and social background. It advocates for creating an inclusive classroom environment where students can express themselves and anticipate being heard. This approach places high value on the uniqueness and diversity of students (Öhman, 2017, pp. 15–16). They also contend that while emphasizing the significance of considering students' experiences and social backgrounds, an

exclusive focus on these aspects may have limitations. Just as an exclusive emphasis on teaching canonical works can lack depth, concentrating solely on students' experiences might fall short. Achieving effective learning involves finding equilibrium among the student, the subject matter, and the teacher (Öhman, 2017, pp. 15–16). Ohman (2017) adds that teachers should "intonate" their teaching material. Intonation here refers to deeply engaging with the subject, having a distinct perspective, and making it personal. Valuing and responding to the material is essential for creating a dialogic classroom; this involves helping students to form their own relationships with and perspectives on the material, encouraging them to bear witness to, evaluate, and judge the world around them (Öhman, 2017, pp. 19–20)

Nystrand et al. in 1997 and Applebee, Langer, Nystrand & Gamoran in 2003 aim to create thorough categorizations that encompass various aspects of dialogic teaching. They introduce markers designed to recognize and highlight occurrences of dialogic teaching during classroom assessments. These markers consist of Uptake. This term describes when a speaker expands upon or develops a previous speaker's remarks, enhancing the coherence of the conversation. Also, Advanced assessment encompasses feedback from teachers that transcends simply categorizing a student's response as right or wrong. Instead, teachers provide commentary, build upon, and expand upon the student's reply (Šeďová et al., 2014, p. 13). By utilizing these markers, researchers can methodically observe and recognize instances of dialogic teaching in the classroom, facilitating a more profound comprehension of effective instructional techniques that foster meaningful student involvement and learning.

(Caviglia et al., 2017)) Research centers on advancing dialogue and deliberation within educational contexts and public discourse to enrich collective decision-making and comprehension. Deriving Insights from Approaches to Foster Collective Harmony, the authors draw inspiration from diverse methodologies to enhance communal coexistence and constructive discourse on matters of public concern. Some of the proposed Methodologies are Strategies for Handling Disagreements. The deliberative classroom and collaborative policy-making approaches endeavor to navigate conflicts by cultivating a "trading zone" where participants acknowledge each other's rationality and exhibit mutual respect. In addition, Moral Foundation Theory is an interdisciplinary approach aimed at understanding moral reasoning, shedding light on why individuals may hold differing views on moral issues despite their decency (Caviglia et al., 2017, pp. 9–28). Specific methods within dialogic education prioritize the social dynamics that encourage dialogue, moving away from focusing solely on the specific aspects of conversation. When students collaborate in activities that exchange ideas and construct knowledge collectively, dialogue facilitates the process and becomes the educational objective. This perspective introduces the "dialogic space" concept, particularly relevant in interactive communication technologies. In this context, "space" does not denote physical location but signifies the social environment of collective thinking and engagement. The dialogic space functions as the groundwork for collaborative reasoning, fostering deeper learning and the creation of new insights. Additionally, it serves as a shared platform for reciprocal learning between students and educators, allowing them to gain new perspectives by considering tasks from multiple angles (García-Carrión et al., 2020, p. 5).

The studies below discuss further the enhancement of educational dialogue through the interplay of the environment:

- Hadjioannou (2007) and Webb (2009) focus on fostering an atmosphere of openness and positivity in classrooms and educators' pivotal role in guiding substantive discussions.
- Rule (2004) underscores how dialogue can act as a catalyst for breaking down social barriers, stressing the necessity of trust, transparency, and physical safety to establish an environment conducive to dialogue.
- Bartlett (2005) and Gunnlaugson and Moore (2009) delve into the importance of emotional engagement and prior knowledge in dialogic interactions and the integration of technology to enhance communication.
- Innes (2007) scrutinizes the quality of discourse within problem-based learning groups, uncovering obstacles in achieving in-depth analysis and meaningful exchanges (Shaari et al., 2018, pp. 4–13). These studies underscore the critical role of cultivating supportive learning environments and employing effective instructional strategies to facilitate constructive dialogue.

1.3.5.3. Purposeful Planning and Adaptability in Communication

Effectively addressing teacher concerns about how students engage and interact in the classroom can be achieved through adaptable and specific communication techniques. When issues arise, such as students merely guessing the correct answers or offering hasty responses, teacher educators can implement targeted strategies, like posing genuine questions or using High-Press follow-up questions to provoke more thoughtful and thorough discussions. The recommended strategy is to be flexible and diverse in approach, customizing solutions to the distinct requirements of each classroom situation instead of rigidly applying a uniform teaching method. This flexible, solution-focused method enhances the efficacy of teacher educators in professional development by directly tackling and resolving the issues that teachers face using versatile and practical methods (McElhone, 2015, p. 169). A more comprehensive understanding of dialogue in education could challenge traditional perceptions of the teacher's role and power dynamics in the classroom. It implies that embracing the full potential of dialogism may prompt a reevaluation of the teacher's authority and impact on the educational process (Öhman, 2017, pp. 15–16).

Fostering a dialogic classroom involves more than just applying formal teaching techniques. It starts by cautioning against a superficial approach where educators overly focus on structured methods like mini-lectures or alternating between written and oral tasks. While these methods are helpful, they can become limiting if they treat knowledge as neutral or problem-free. The essence of creating a dialogic classroom lies not in the length of lectures or specific techniques used but in the teacher's attitude toward the subject matter. Teachers are encouraged to adopt a stance or perspective on the knowledge they present, as this attitude is crucial in achieving a genuinely dialogic classroom. Caviglia et al. (2017) research centers on advancing dialogue and deliberation within educational contexts and public discourse to enrich collective decision-making and comprehension. As mentioned earlier, in Deriving Insights from Approaches to Foster Collective Harmony, the authors draw inspiration from diverse methodologies to enhance communal coexistence and constructive discourse on matters of public concern. One proposed method is Maintaining a Balance Between Rational Discussion and Information Exchange. While acknowledging the

importance of addressing baseless claims responsibly, the authors advocate for incorporating trustworthy information and shared knowledge as integral components of dialogic literacy to bolster collective decision-making (Caviglia et al., 2017, pp. 9–28).

1.3.5.4. Flexibility and Diversity

While the research literature on secondary English education has predominantly focused on discussion-based classroom discourse, as exemplified by Nystrand's work in 1997, it's important to note that teachers have the flexibility to utilize a range of dialogic instructional methods that extend beyond conventional discussions. For example, when addressing writing, a teacher could group students into small peer review sessions. In the context of recitation, the teacher may stimulate students' ideas, urging them to explore the studied theme more profoundly, as proposed by Mercer in 1995. Moreover, within collaborative projects, the teacher might assign expert roles to students, allowing them to share their developing knowledge not just with peers but also with audiences outside the school. The essential idea is that diversifying instructional approaches enables the achievement of dialogic instruction's goal, fostering collaborative interaction on fundamental disciplinary concepts in English (Caughlan et al., 2013, pp. 215–216) The contention rests on the premise that dialogically structured teaching, termed dialogic instruction, goes beyond mere open discussions. While open discussions are recognized as a prominent means of organizing instructional activities in a dialogic fashion, the statement underscores that there exist alternative methods beyond discussions to put dialogic instruction into practice (Caughlan et al., 2013, p. 216). Effective classroom discussions, as defined by Nystrand in 1997, are characterized by the free exchange of information among students and teachers, thriving on diverse viewpoints and controversies to create meaningful conversations. These discussions are enhanced by using conversational genres such as narratives from both teachers and students. Additionally, the research of Caughlan et al (2013) highlights that tools which encourage student-led dialogue are more effective in promoting student engagement than those controlled by teachers. Furthermore, the study advocates for dialogically organized instruction as not merely compliance with educational standards but as an essential approach to developing crucial life skills, such as written argumentation, aligning with the goals of the Common Core State Standards and the values held by English educators. This approach underscores the importance of fostering an environment where dialogue leads to deeper learning and engagement, thereby emphasizing the effectiveness of dialogic instruction in promoting deeper learning (Caughlan et al., 2013, pp. 118–241).

Dialogism offers a critical lens for comprehending and navigating the interactive, often complex facets of education. It underscores the significance of acknowledging and addressing the inherent disagreements and challenges that emerge as students engage in the meaning-making process. These conflicts, rather than being seen as obstacles to be swiftly eliminated, are considered essential elements of the educational experience. Furthermore, dialogism places a strong emphasis on the positive aspects of bringing together a multitude of voices within the educational sphere. It advocates for the appreciation and amalgamation of a wide array of backgrounds, perspectives, and ideas, which not only serves to enhance the richness of the learning process but also promotes inclusivity and diversity. This perspective recognizes the intricacies of education and the importance of diverse contributions in

cultivating a more profound and holistic understanding (Freedman & Delp, 2007, p. 206). Thinkers like Bohm also recognized and promoted the concept of dialogue, highlighting that there are diverse perspectives and approaches to practicing dialogue (Lane, 2020, p. 2).

1.3.5.5. Techniques for Promoting Dialogic Interactions

In educational research, techniques like uptake and revoicing are critical tools for fostering dialogic interactions in the classroom. Uptake involves teachers using a student's previous utterance as a basis for subsequent questions, shaping the direction of classroom discussions and creating a more dialogic environment. Revoicing, where a teacher repeats or paraphrases what a student has said, varies in its application but is most effective when it confirms understanding and prompts further elaboration from students. Both strategies indicate dialogic interaction, as they involve acknowledging and building upon students' contributions, thus enhancing the interactive and educational dynamics within the classroom (Caughlan et al., 2013, pp. 217–218).

The intricacies of integrating dialogue into education underscore the importance of recognizing both students' backgrounds and the content of their discussions, all while prompting a reexamination of conventional power dynamics within the educational setting (Öhman, 2017, pp. 15–16).

The essential elements required for fostering effective teaching and learning through interactive dialogue were proposed by Sybing (2019). These elements encompass both instructional and conversational dimensions:

➢ Educational Elements

- The instructor selects a pivotal theme or concept to anchor the discussion and strategizes the exploration process.
- Ensuring students possess the requisite background knowledge and cognitive frameworks to effectively grasp and engage with the subject matter.
- Providing explicit guidance on specific skills or concepts when necessary to facilitate learning.
- Stimulating students to articulate their thoughts more intricately by employing diverse techniques such as probing for further details or paraphrasing ideas.
- Prompting students to furnish evidence or logical reasoning to substantiate their viewpoints or arguments.

➢ Dialogue Elements

- Emphasizing open-ended questions that accommodate multiple valid responses, thereby fostering critical thinking.
- Balancing adherence to a discussion plan with attentiveness to students' inputs and insights.
- Cultivating a discourse characterized by interconnected exchanges where subsequent remarks build upon preceding ones.
- Establishing an atmosphere that challenges students intellectually while concurrently providing encouragement and support.
- Actively encouraging students to engage in the dialogue, relinquishing the sole authority over speaking turns to facilitate self-directed and voluntary contributions (Sybing, 2019, pp. 351–352).

Petraki and Nguyen (2016) and Peng et al. (2014) observed EFL instructors' use of humor and politeness in Vietnamese and Chinese educational settings, respectively. In both instances, teachers utilize humor to captivate students who may lack interest and to establish a more relaxed classroom atmosphere, thereby lessening the formal tone of language learning. Moreover, the authors delve into how these educators employ politeness tactics to navigate potentially challenging situations for students' dignity while concurrently accomplishing diverse educational goals. These approaches employ honorific language, affectionate expressions, and positive feedback, all aimed at nurturing students' eagerness to learn and enhancing their self-assurance (Sybing, 2019, p. 367).

Using framing, which involves offering context and perspective, empowered students to interpret and engage with the author's intended messages individually. This method sparked their cognitive processes and fostered active participation in classroom dialogue. Emphasizing the articulation of ideas as essential for enhancing comprehension, students were able to offer diverse responses as they gained a deeper understanding of the subject matter (Ang, 2019, p. 5). Ang (2019) Affirms that using visual aids, like images illustrating motif changes, sparked extensive conversations among students, motivating them to consider various viewpoints. This interactive interaction with visuals enabled young readers to refine their skills in interpreting texts and broaden their range of responses. By examining how individuals connect with images personally, students developed a more profound comprehension of figurative language, encompassing metaphors and similes; this underscores the importance of interactive teaching methods in facilitating the acquisition of figurative language skills (Ang, 2019, p. 6). While the techniques for promoting dialogic interactions could help manifest this type of classroom, dialogue should prioritize collaborative endeavors to reach certain conclusions in the classroom, known as the notion of inquiry dialogue.

1.3.6. Inquiry Dialogue

Shifting perspectives and paradigms can pave the way for a transformative educational exploration, as Demiel (2016) and Genc (2017) highlighted. This shift in values prompts noteworthy trends in education and teaching practices to align with the expectations and requirements of contemporary students, as discussed by Ates and Haspolat (2017). Notably, the further development of the constructivism theory, a framework for learning and meaning construction, has played a role in the emergence of innovative teaching approaches to enhance individuals' questioning and inquiry skills (Aygun, 2019, p. 112). Distinguishing inquiry dialogue from alternative dialogues like negotiation or persuasion relies on their unique aims. Whereas negotiation dialogue seeks to convince others of a specific viewpoint, inquiry dialogue prioritizes collaborative endeavors to reach a reasoned conclusion. This difference in purpose holds importance as it shapes the standards and regulations guiding the dialogue, the benchmarks for evaluating argument validity, and the instructional strategies utilized in teaching argumentation abilities (Reznitskaya & Wilkinson, 2015a, p. 220). Resnitzkaya and colleagues' research in 2012 introduced the Dialogic Inquiry Tool, which delves into multiple dimensions of dialogic quality within classroom interactions. This tool encompasses various facets, including:

- Authority: Investigating the level of control exerted by teachers over turn-taking, topic introduction, and communication content
- Questions: Analyzing the complexity and openness of teacher queries in terms of cognitive demand.
- Feedback: Assessing the depth of feedback teachers provide, serving as a supportive structure for student learning.
- Connecting student ideas: Evaluating the coherence of student responses and whether there is encouragement for mutual interaction.
- Explanations: Examining students' articulation of viewpoints and their ability to substantiate them with arguments and examples.
- Collaboration: Determining the extent to which ideas are jointly constructed through interactive dialogue among participants.

These tools offer a nuanced and comprehensive method for evaluating dialogic teaching, encompassing various aspects of teacher-student communication within the classroom setting (Šeďová et al., 2014, p. 13). In the course of inquiry dialogue, student misunderstandings, gaps in knowledge, and errors in reasoning are brought into the open and undergo a thorough examination by the group, fostering ongoing self-correction. Beginners must be mindful of informal argument expressions with implicit premises, as students commonly state assertions without clearly connecting them to the intended conclusions. Facilitators need to excel in making implicit connections explicit by drawing out students' perspectives and assisting them in recognizing and assessing concealed assumptions during classroom discussions (Sowey, 2018, p. 72). Embracing inquiry dialogue entails moving beyond the conventional image of the teacher as the sole provider of knowledge. Instead, educators are prompted to become skilled facilitators who foster and nurture collaborative and intellectually stimulating student interactions. This transformation underscores the importance of active involvement, critical thought, and cooperative learning, shifting away from an authoritative instructor's passive acceptance of information (Reznitskaya & Wilkinson, 2015b, p. 220). "To invite students to articulate and explore their ideas... It is required that teachers hear those ideas, diagnose their virtues and weaknesses, and incorporate them into the substance of instruction; this is a new role for teachers whose practice has been defined by traditional goals and methods, and it comes with different and strenuous intellectual demands " (Hammer & Schiffer, 2001, p. 442).

The effectiveness of teachers in utilizing inquiry dialogue is affected by their fundamental beliefs about knowledge and judgment, known as epistemological beliefs. Teachers who embrace an epistemology emphasizing continuous examination, comparison, and evaluation of different perspectives are more likely to successfully incorporate inquiry dialogue into their teaching methods. Studies suggest that teachers' epistemological beliefs often mirror their instructional approaches, influencing the dynamics of authority and interaction within classrooms. However, the connection between these beliefs and actual teaching methods is intricate, as possessing sophisticated views on knowledge only sometimes guarantees the effective use of dialogue-based teaching techniques. Consequently, a professional development program has been crafted to help educators bridge theoretical understanding with practical teaching strategies, recognizing the significance of aligning epistemological beliefs with instructional practices to enhance teaching effectiveness (Reznitskaya &

Wilkinson, 2015b, p. 222). Even though dialogic instruction is characterized by its lack of a predetermined script, McElhon (2015) posits that professional development grounded in teacher-driven inquiry, combined with the introduction of partially scripted conversation tools, can propel teachers toward more dialogic practices and orientations. Within the inquiry framework, these conversation tools can act as support structures, enabling teachers to facilitate open-ended classroom discussions that invite manipulation and analysis, thereby fostering significant transformations in their teaching methods and cognitive processes.

1.3.7. Strategic Questioning: Enhancing Engagement and Cognitive Development

Smart and Marshall's research in 2013 underscores the significance of well-crafted teacher questions in fostering student thought processes and active participation during learning activities. They explore various aspects of teacher questioning, such as complexity, length, context, communication, and classroom dynamics. These elements collectively influence the cognitive demands placed on students and the extent of their engagement in classroom discussions.

The duo contends that the quality of teacher questions profoundly impacts student cognition, as more challenging questions tend to elicit deeper thinking and enhance learning outcomes. They bolster their stance with empirical data demonstrating a strong correlation between the difficulty level of teacher questions and the cognitive depth of student responses. Ultimately, their findings underscore the pivotal role of effective teacher questioning techniques in facilitating enriching learning experiences for students (Šeďová et al., 2014, p. 12). The study of Sedlacek and Sedove (2017) aimed to investigate how the number of students involved in classroom communication relates to the quality of their discourse. Contrary to initial assumptions, the research indicated that more participating students are associated with more elaborate and thoughtful student discussions. However, this connection was not straightforward; the presence of open discussion within the classroom influenced it. When open discussion is encouraged, both the quantity and quality of student participation tend to increase. This discovery implied that student participation tendencies are not fixed but contingent on the situation. Promoting open discussion stimulates greater student engagement compared to scenarios where the teacher directs questions solely to individual students. Consequently, student participation varies depending on contextual factors, such as their willingness to engage and the depth of their contributions (Sedlacek & Sedova, 2017, pp. 106–107). Encouraging open dialogue and active student involvement in classroom discussions is emphasized over traditional teaching methods where the teacher monopolizes communication and students may feel pressured to provide correct responses. In more open discussion settings, students freely engage with each other, leading to increased participation and productivity. This dynamic is enhanced when classmates actively participate in the conversation. The essence of open dialogue is underscored, emphasizing students' responses to each other rather than solely responding to the teacher's prompts. This approach mirrors Bakhtin's concept of dialogue, where diverse voices contribute to the conversation, enriching the communication process. Furthermore, open discussions are more likely to occur when students perceive themselves as equals in social status, fostering an environment where each

participant's input is valued. In contrast, when the teacher dominates the discussion, students may conform to the teacher's perspective. Addressing the fear of providing incorrect answers is crucial. In traditional question-and-answer scenarios, this fear can hinder student engagement. However, in open discussions, participants feel less pressure to be suitable as the focus shifts to building upon each other's ideas and generating new thoughts collaboratively (Sedlacek & Sedova, 2017, p. 107).

1.3.7.1. Specific Studies on Questioning Techniques

Sybing (2019) highlights the importance of questioning strategies language educators utilize, particularly in English as a Foreign Language (EFL) settings. Several research studies, including those conducted by Al-Zahrani and Al-Bagi (2017), Pinzon-Jacome et al. (2016), Rashid (2014), and Wangru (2016), provide insights into how different types of questions impact classroom dynamics and student engagement. Al-Zahrani and Al-Bagi (2017) observed that instructors often adapt their questioning methods based on students' language proficiency levels to alleviate anxiety and improve understanding. Similarly, Pinzon-Jacome et al. (2016) and Rashid (2014) recommend customizing questioning approaches to match students' language skills while considering teachers' objectives. Wangru (2016), on the other hand, noted a common trend among EFL educators, who frequently utilize known-answer questions, showing a preference for display questions over referential ones, where the answer is not predetermined. This tendency might restrict student involvement and dialogue as teachers strive to maintain control and minimize student uncertainty. In a comparative study by Arizavi et al. (2015) on the questioning techniques of two language instructors, variations were found in the balance of display and referential questions. Despite this, the teacher employed more display questions, which elicited more detailed student responses. The researchers propose that while excessive reliance on known-answer questions should be avoided, both question types have their merits in classrooms and should be employed judiciously to fulfill specific teaching objectives (Sybing, 2019, pp. 367–370). Moreover, In 2017, Danli and in 2018, Jing and Jing conducted studies examining the dynamics of classroom interaction. Danli's research highlighted how teachers sometimes take on dominant roles to encourage student engagement through frequent questioning and clear feedback; this suggests that effectively motivating students to participate in class discussions often requires assertive and directive approaches from teachers. Similarly, Jing and Jing's study explored how teachers manage classroom discourse, particularly when students remain silent. They found that some teachers ask additional questions to prompt student involvement. The link between a teacher's tendency to control discussions and their discomfort with silence underscores a broader goal within cognitivist approaches, emphasizing the importance of fostering learners' oral proficiency in the target language above all else (Sybing, 2019, p. 370).

1.3.7.2. Questioning Dynamics and Teacher Influence

Professional development activities support teachers in utilizing genuine inquiries that convey to students the teacher's sincere curiosity in their insights and input. These authentic queries include both requests for information and open-ended questions that do not have predetermined answers. In facilitating classroom discussions, educators leverage student

responses as a chance to pose additional questions and offer feedback rather than solely assessing their answers. This method seeks to cultivate an environment of inclusivity and active engagement in learning, where students feel appreciated and motivated to participate in meaningful conversations (Ang, 2019, p. 2). The research of Barekat and Mohammadi (2014) delves into the methods of questioning employed by instructors in ESL and EFL classrooms, drawing from a range of studies. Scholars have analyzed the types of questions teachers pose and how they influence student engagement. It appears that teachers commonly utilize display questions over referential ones, though not all question types yield substantial interaction. In ESL settings, research indicates that referential questions prompt more extensive and grammatically intricate responses from students than display questions. Furthermore, an increased occurrence of differential questions has been noted to impact discourse within adult EFL classrooms (Barekat & Mohammadi, 2014, p. 355). Barakat and Mohammadi (2014) highlight four fundamental aspects of how teachers' questioning strategies can enrich dialogic interactions within the classroom:

- Authentic questioning involves posing queries without predetermined answers, such as inquiries for information or open-ended prompts. Employing authentic questions fosters deeper engagement and discourse among students.
- Encouraging uptake: Teachers can facilitate greater uptake by allowing discussions to unfold in response to students' questions rather than immediately providing answers and moving on. This approach nurtures a more interactive and vibrant learning environment.
- Enhancing evaluation: High-level evaluation transcends mere affirmation or restatement of students' responses. It involves delving deeper with questions like "How do you know that?" to prompt students to provide rationale and explanations, nurturing critical thinking and deeper comprehension.
- Stimulating cognitive engagement: Questions targeting higher cognitive levels require students to offer personal perspectives and insights beyond simple recall. These inquiries prompt students to think critically and analytically, expanding their cognitive capacities and fostering originality in thought (Barekat & Mohammadi, 2014, pp. 355–356).

In a research conducted by Graessser and Parson in 1994, it was found that teachers dedicate a significant portion of class time to asking questions, posing an average of 300 to 400 questions per day. In contrast, on average, students tend to ask only around one question per week. This stark contrast in the frequency of questioning is frequently disregarded by teachers, highlighting a paradox in classroom interactions (Doukmak, n.d., p. 27). Holt 1982 explains:" We are by Nature question-asking, answering-making, and problem-solving, and we are extremely good at it." The conventional structure of teacher-led questioning in classrooms highlights unequal power distribution, leaving students feeling marginalized. Students sometimes interject with their own questions to reclaim some agency in the discourse. This maneuver grants them a momentary sense of control and influence over the conversation, especially when they participate in negotiating meanings, thus injecting a dialogic element into their interactions (Doukmak, n.d., p. 28). Doukmak contends that adhering to dialogic teaching principles can enhance teacher growth by establishing a classroom ethos characterized by collaborative and supportive discourse. Teachers can enact

these principles by discerning the intent behind classroom discussions and aligning them with educational objectives. By reflecting on classroom dynamics, instructors can gauge adherence to these principles and adapt their methods to ensure students enjoy ample opportunities to engage meaningfully in their learning journey (Doukmak, n.d., p. 31).

1.3.8. Advantages of Dialogic Teaching

Many Research efforts collectively affirm the critical nature of dialogue in education, serving as an instructional tactic and a means to enrich communication, understanding, and cultural insight in educational contexts. The focus is on sculpting dynamic, interactive, and reflective educational experiences that harness the strength of dialogue to promote profound learning and cooperative interaction between students and educators. Among the main work-sited advantages of dialogism, we mention:

1.3.8.1. Maximizing Student Engagement and Creating Dynamic Learning Environments

Effective involvement of students in the learning process is vital for their academic success during primary and lower secondary school. Students who are actively engaged exhibit heightened behavioral participation, positive emotional experiences, and a drive to accomplish tasks. On the contrary, disengagement is linked to feelings of boredom, abandonment of learning activities, and negative emotions. The passage underscores that factors influencing school engagement encompass various contextual elements, including the practices employed in the classroom by teachers and the quality of teacher-student relationships. Moreover, the literature suggests that the interaction between teachers and students, particularly the aspects of educational dialogue, significantly contributes to fostering active participation in classroom discussions. Despite the acknowledged advantages of employing dialogic teaching methods to enhance student involvement and learning, these approaches are not commonly implemented across different age groups in classrooms.

The study of Vasalampi et al. (2021) emphasizes the potential need for explicit instruction in managing opposing viewpoints, engaging in collaborative meaning-making, and developing a comprehensive understanding of complex questions. Nevertheless, the findings also reveal that during the lesson involving dialogic teaching practices, students sought more teacher assistance than in the baseline lesson; this implies that the teachers' proactive promotion of dialogical discussion prompted students to seek help more frequently. Two potential explanations are put forth for this outcome. Firstly, the more interactive learning modes and open problem-solving tasks might confuse students, making them feel a strong need for assistance. Secondly, the advocated dialogic teaching methods, such as open-ended questions and extended feedback, may have fostered an environment encouraging students to ask more questions about the studied content. It is argued that students seeking help in the classroom are more actively engaged in their learning, and this behavior of seeking assistance can enhance their active participation in the classroom (Vasalampi et al., 2021, p. 7).

A vibrant and innovative learning space is created through text-based dialogic teaching, where students derive new meanings and concepts. This method inspires students to

interact with texts, infusing them with their insights and interpretations. In contrast to conventional recitation-focused teaching, dialogic teaching thrives on a lively interplay between the teacher and students, shaping the core of discussions through this mutual engagement. In such a teaching environment, students actively contribute to the learning process. They go beyond merely answering questions to initiating discussions and adding valuable points, enriching the learning experience with their participation and the contributions of their peers. This approach fosters a collaborative teaching atmosphere, with the instructor tailoring the lessons based on what the students bring.

Yuksel's 2009 analysis underscores the superiority of dialogic teaching over traditional recitation. It features increased dialogue, enabling both teacher and students to refine their ideas and deepen their comprehension collaboratively. This educational approach is more cohesive, continuous, and thorough than recitation. Here, the teacher's role transcends information dissemination, including facilitating and steering conversations and delving into and interpreting student responses. The queries posed by the teacher are versatile, ranging from specific informational questions to open-ended ones that welcome diverse answers (Zayed, 2016, p. 8). In the study of Zayed (2016), at first, students involved in an educational trial were doubtful about the efficacy of dialogic learning, viewing it as too idealistic and possibly a waste of valuable classroom time, especially considering their primary objectives were enrollment and exam success. Over time, however, their perspective shifted as they actively participated in this method, recognizing its benefits, especially in how it allowed them to actively participate in creating knowledge. The blend of discussions and feedback was especially beneficial for beginning academic research. Zayed (2016) stated the difficulties faced due to the unfamiliarity of both educators and students with dialogic learning, which could initially hinder its adoption. Nevertheless, the transformative potential of dialogic methods in traditional educational settings underscores the importance of adequately preparing, training, and guiding educators to integrate dialogic techniques into their teaching methods seamlessly. This approach enriches the existing body of knowledge on discussion-centric teaching, illustrating how dialogic strategies can be woven into standard teaching practices to deepen student learning and involvement (Zayed, 2016, p. 9).

Hennessy and colleagues (2006) explore the use of dialogic instruction to involve students in the educational process through active expression, encourage educators to pose open-ended questions and create avenues for students to emerge as subject matter experts. This method underlines the importance of mutual engagement between students and teachers, aiming to cultivate a more interactive and cooperative classroom atmosphere. Alexander (2005) further elaborates on dialogic teaching, pointing out that educators and students jointly facilitate it; this reflects a collective engagement in the educational journey, allowing both groups to contribute to discussions, thus enriching the classroom's cultural and educational dynamics.

Sulivan and his team (2009) investigate how Bakhtin's literary contributions, especially the concept of carnival, impact educational practices, blending elements of authority with the liberating aspects of carnival. This exploration offers insights into the dynamic tension and harmony between control and freedom in educational dialogues, proposing a rich blend that could augment educational encounters.

Wells and his associates (2006) stress the essential role of language and dialogue in classrooms in honing students' abilities. They advocate for focusing on purposeful dialogue to cultivate more productive and engaging educational settings (Shirkhani et al., 2015, p. 511). Barjesteh suggests that adopting this method transforms the teacher's role from being a mere instruction provider to evolving into a reflective practitioner. Likewise, it alters the role of students from being passive knowledge receivers to becoming active participants and drivers in their own learning journey. Integrating dialogue into teaching creates a dynamic and engaging educational setting, facilitating critical thinking, self-reflection, and collaborative learning experiences for educators and students (Naeijabad et al., 2020, pp. 175–176). Similarly, Hennessy et al. (2023) Argue that teachers who adopt more dialogic methods cultivate an inclusive and encouraging classroom atmosphere that supports learning through conversation. Specifically, in classrooms where students perform well academically, teachers employ diverse and practical strategies to engage all students, including those who are more reserved, in active participation and expression of their viewpoints, whether they align with the majority or present dissenting opinions (Hennessy et al., 2023). The essence of effective dialogic teaching and learning lies not just in theoretical foundations but in its practical application within natural educational environments. It aims to enhance society by guaranteeing every child's access to high-quality education, a fundamental entitlement. This viewpoint resonates with ongoing research themes and the broader societal demand for scientific fields to showcase their relevance to the public, underscoring the significance of tangible impacts on education and society at large (García-Carrión et al., 2020, p. 2).

Scholarly works in the social sciences, particularly in education, underscore the growing significance of dialogue in cultivating mutual comprehension and agreement among people. Prioritizing dialogue and active engagement as the cornerstone of human connections and behaviors empowers all participants, disrupting established power structures. This trend toward embracing dialogue is observable in diverse settings such as households, professional environments, and educational institutions, signaling a wider societal acceptance of dialogue as a tool for managing interpersonal dynamics (García-Carrión et al., 2020, pp. 2–3). Flesha's work (2000-2006) revolves around the significant impact of dialogue, especially within education, and its potential for societal transformation. His research endeavors to establish inclusive environments where children from diverse backgrounds have equitable access to learning and growth; this is accomplished through the articulation of seven principles of dialogical learning, serving as frameworks for driving meaningful social change. Dialogic learning empowers students to actively engage in their educational journey by conversing with peers, teachers, and mentors, enhancing their cognitive abilities. Beyond the confines of the classroom, Flesha's contributions extend to broader societal contexts as students internalize and apply their learning experiences to effect positive change. Furthermore, his EU-funded research project underscores evidence-based educational strategies rooted in dialogic learning, which have demonstrated success across various European nations and beyond (García-Carrión et al., 2020, p. 6). The beneficial effects of dialogic environments, particularly those found in dialogic literary gatherings, on fostering positive social attitudes and behaviors, including respect, tolerance, empathy, and prosocial conduct, have been highlighted. Evidence suggests that discussions centered around classical literature enable

participants to share personal experiences and emotions, facilitating a more profound sense of mutual understanding and empathy (García-Carrión et al., 2020, p. 7).

1.3.8.2. Empowering Reflective Readers through Dialogic Discussions

Simsek and Erdogan (2015) state that dialogic reading, in contrast to conventional reading approaches, provides substantial assistance across multiple facets of language development, notably enhancing expressive language abilities. This effectiveness is credited to the interactive dynamics inherent in dialogic reading. Furthermore, when traditional homework is juxtaposed with interactive reading, children participating in interactive reading activities exhibit heightened competence in language and early literacy skills (Simsek & Erdogan, 2015, p. 758). Enabling meaningful discussions about texts is a crucial responsibility for literacy educators aspiring to guide students in becoming reflective, discerning readers. Numerous scholars contend that fostering more dialogic approaches within classroom discourse is imperative for cultivating critical thinking, connecting new knowledge to existing understanding, and fostering profound engagement with academic content. Several studies were presented to exemplify how dialogic teaching positively enhances reading abilities. A study conducted in 2020 by Grolig, Cihres, Tiffin-Richerds, and Schroeder examined the impact of the narrative dialogic reading method on both inferential and literal narrative comprehension. The findings demonstrated significant enhancements in narrative comprehension and vocabulary skills among children engaged in dialogic reading. In 2021, another study by Simsek and Isigolo Erdogan compared three distinct reading methods: dialogical, traditional, and digital. The outcomes indicated that children exposed to dialogic reading exhibited notable increases in expressive and receptive language scores compared to the other two groups. Additionally, this study emphasized the significance of interaction within the classroom, highlighting the role of interactions among students and their teachers in supporting language development through dialogic reading. Also, the study conducted by Ergul, Karaman, Akoglu, and Sarica explored whether the positive impacts of dialogic reading persisted over an extended period. Their findings demonstrated that students who had experienced dialogic teaching as part of their preschool education continued outperforming their peers. These students could answer comprehension questions more effectively and read with incredible speed and accuracy, even after their exposure to dialogic reading. Finally, Serrano, Merceva, and Larena (2010) showcased the positive influence of dialogic teaching on adults. Through dialogic literary gatherings where adults actively engaged in reading, discussion, and the co-creation of meaning, participants experienced improvements in their reading abilities, argumentation skills, vocabulary, and overall language proficiency (Yıldırım & Uzun, 2021, p. 143).

1.3.8.3. Supporting Cognitive Inquiry and Activity

Researchers advocate for dialogic teaching, claiming it supports cognitive inquiry and activity. Dialogic conversations, enriched by varied stances and ideas, foster a learning environment where distances are bridged and issues are openly discussed. Barker, Chrisholm, and Ann Quillin (2016) argue that classroom relationships shape dialogic discussions, creating an instructional system where fruitful relationships drive meaningful conversations, interpretation, and negotiation of meaning. This discourse structure is essential for

developing critical thinking and fluency forming a learning community. Dialogic teaching stimulates cognitive activity and expands consciousness (Fisher, 2007). When implementing dialogic teaching, teachers emphasize the importance of all kinds of ideas from students in the classroom, contributing to the development of high-level thinking skills (Kanadli & Saglam, 2012; Ates et al., 2016). The quality of teaching is perceived to be enhanced through effective classroom interaction. Dialogic teaching fosters an environment where students recognize the significance of information, and common traits in dialogic classes include being mutual, supportive, cumulative, and purposeful (Alexander, 2006). In such classes, teachers and students are expected to engage in exploratory discussions, ask cooperative and inquiry-based questions, and allow for potential corrections (Fisher, 2007).

Steadman (2000) emphasizes the significance of dialogic classroom settings in devising strategies that enhance student understanding and involvement. This strategy is portrayed as a catalyst for stimulating students' cognitive activities, bolstering their comprehension and active participation. Similarly, Tell and colleagues (1998) delve into dialogue and dialogism within communication culture, highlighting its intrinsic cultural significance. They posit that dialogue is instrumental in forging new frameworks for learning and teaching, presenting dialogue as fundamental to human interaction, educational theory, and cognitive processes.

The significant influence of classroom communication on students' learning encounters. It underscores the advantages of dialogic teaching, characterized by genuine inquiry from educators and learners, where responses are not predetermined but contribute to ongoing discussions that shape the conversation's trajectory. Dialogic teaching disrupts traditional power dynamics in the classroom, which may unsettle teachers but empower students. While research primarily examines enhanced academic outcomes for individuals, dialogic pedagogy extends benefits beyond standardized test scores. Monologic classroom methods fail to engage students as active participants in a communal learning environment, often isolating them as disconnected individuals. Effective communication must be nurtured alongside cognitive growth to cultivate classrooms as learners' communities, fostering opportunities for inquiry-driven learning (Lyle, 2008, pp. 230–233). Effective dialogue is more than just a tool for enhancing students' cognitive skills and academic performance. It also validates and evaluates student perspectives, ensuring their voices are recognized and valued in the educational setting. Embracing a comprehensive educational philosophy values both logical reasoning and creative expression. This philosophy advocates for teacher training, emphasizing listening attentively to students and actively engaging with their voices (Lyle, 2008, p. 233).

Mercer's extensive research focuses on the effective utilization of language by individuals of all ages, aiming to facilitate information exchange, guide learning, foster mutual understanding, critically assess ideas, and solve problems collaboratively. Among the various types of student interactions identified, such as disputation and cumulative talk, exploratory talk is the most beneficial, fostering collaborative exchanges wherein students challenge and critically evaluate each other's ideas. Characterized by emphasizing critical engagement and collective problem-solving, exploratory talk encourages students to comprehend diverse perspectives, engage in collective reasoning, and collaboratively construct knowledge (García-Carrión et al., 2020, p. 4).

Verbal communication, such as dialogue, allows individuals to refine their thoughts and understanding by collaboratively expressing and revising ideas. Participating in classroom discussions helps children enhance their argumentation skills, reasoning prowess, and inferential thinking beyond what they could achieve independently. Furthermore, as described by Alexander (2017), dialogic teaching integrates verbal expression with ZPD principles, emphasizing its distinct approach focused on stimulating and expanding children's thinking to advance their learning and comprehension. Unlike conventional question-answer routines, dialogic teaching aims to cultivate consistently exploratory, reciprocal, and cumulative interactions in the classroom. This method enables teachers to assess, diagnose, and offer student feedback, fostering more impactful learning experiences (Ang, 2019, p. 2). Ang's (2019) research shows that the effectiveness of dialogic teaching, characterized by active interaction between educators and students, positively influences how students engage with texts and the depth of their responses. An analysis of students' verbal contributions suggests that this teaching approach enhances their involvement with the material and deepens their grasp of metaphorical language and symbolism. This conclusion is supported by quantitative and qualitative assessments, illustrating a consistent enhancement in the quality of student's written and oral responses to visual texts over time. Transitioning from a teacher-centered approach to one that encourages dialogue facilitates students' comprehension and interpretation of visual materials, highlighting a significant correlation between visual and verbal understanding. The types of questions employed during instruction prompt meaningful exchanges between students and teachers, resulting in responses that showcase heightened levels of comprehension and inference compared to traditional instructional methods. Ultimately, dialogic teaching improves students' ability to make inferences and actively engage and contributes to their overall proficiency in English language usage (Ang, 2019, pp. 7-9).

1.3.8.4. Enhancing Academic Performance

Intentional and purpose-driven, dialogic teaching catalyzes student learning by facilitating the connection between students' pre-existing knowledge and academic content. In this instructional approach, teachers actively involved in dialogic teaching listen attentively to students' thoughts, emphasizing comprehension rather than mere evaluation. They provide contingent responses—comments and questions designed to embrace student contributions and encourage exploration, elaboration, and the interconnection of ideas; this contrasts sharply with the rigid and predetermined nature of many elementary literacy curricula, as dialogic teaching thrives on spontaneity, fluidity, and responsiveness to the immediate emergence of ideas (McElhone, 2015, p. 157). Alexander (2018) discovered that students taught by teachers trained in dialogic teaching outperformed those without such training, highlighting the positive impact of dialogic instruction on academic performance (Iqbal et al., 2021, p. 377). Later, Alexander conducted a research study utilizing a randomized controlled trial to evaluate how an intervention focusing on dialogic teaching affected student engagement and learning outcomes. The intervention's goal was to enhance classroom dialogue for educational advantages. Results from this comprehensive investigation showed that students in the intervention group, whose teachers received more training in dialogic teaching, exhibited notable progress in English, mathematics, and science

assessments compared to those in the control group, where traditional teaching methods were employed. These findings indicate that integrating dialogic teaching strategies can substantially enhance students' academic performance across different subject areas (García-Carrión et al., 2020, p. 3). Substantial evidence supports the effectiveness of dialogic teaching and learning, particularly in enhancing academic performance and promoting social cohesion within educational settings. The research seeks to compile, organize, and present evidence from European research endeavors, showcasing the positive impacts of dialogic teaching and learning in these critical areas. Both small and large-scale studies have illustrated the success of interventions to cultivate dialogue skills, leading to advancements in academic proficiency across various subjects and cognitive abilities, such as critical reasoning and mathematical problem-solving. The research emphasizes the pivotal role of dialogic education in enhancing educational outcomes for marginalized groups, with notable strides observed through large-scale interventions targeted at fourth-grade students (García-Carrión et al., 2020, p. 6).

Alexander's research in 2018 and Howe's study in 2019 align with a significant research initiative funded by the European Commission's framework program. This initiative, known as the 'Dialogue in Learning' project, undertook 26 longitudinal case studies spanning seven European countries, focusing on the role of dialogue in learning and its effects on academic outcomes across various educational settings. Subsequent analyses, supported by additional funding over the past decade, have delved into the factors facilitating the application of these findings to new educational contexts within the European Union. The research highlights the positive impact of dialogue-based interactions, particularly within small, diverse groups called interactive groups, on learning outcomes across different educational levels and environments, including early childhood education, adult education, and out-of-home child care centers. Specifically, the studies underscore the effectiveness of inclusive dialogue in interactive groups in enhancing students' mathematical learning, comprehension, and problem-solving abilities. Additionally, evidence suggests that participation in such research improves mathematical performance and positively enhances students' self-confidence, self-efficacy, and attitudes toward mathematics. Experimental studies further demonstrate that students engaged in interactive group settings exhibit greater collaboration, enthusiasm, and productivity, leading to significant advancements in mathematics attainment compared to control groups (García-Carrión et al., 2020, p. 6). The interplay between instrumental learning, competencies, and prosocial values is highlighted, mainly when facilitated through egalitarian dialogue. Dialogue not only aids in developing instrumental skills but also nurtures prosocial values like solidarity and friendship. Conversely, fostering prosocial values can bolster instrumental learning and academic success, indicating a bidirectional relationship between the two dimensions. Moreover, promoting behaviors and relationships rooted in values such as solidarity and friendship has proven effective in mitigating school conflicts. For instance, implementing dialogic methods for conflict prevention and resolution within communities has established solidarity networks among students, decreased bullying and cyberbullying, and fostered safer learning environments (García-Carrión et al., 2020, p. 7).

(Doukmak, n.d.)' s paper asserts that educators should adopt dialogic teaching methods to promote inclusive and interactive classroom dialogue. These methods involve expressing personal perspectives on familiar subjects, actively motivating students to

participate in discussions, and enhancing overall learning (Doukmak, n.d., p. 27). Several research investigations indicate that involving students in dialogic discussions significantly enhances their abilities and knowledge. Engaging in these discussions has been linked to a range of favorable educational achievements, such as enhanced capacity for logical reasoning in unfamiliar scenarios, more profound grasp of concepts, heightened ability to infer meaning from texts, and elevated quality of argumentative writing (Reznitskaya, 2012, pp. 448–449).

1.3.8.5. Enhancing Higher-Order Cognitive Skills through Active Dialogic Engagement

Engaging in a conversation about a decision can provide a different perspective and reveal aspects that may not have been immediately evident. The situation's priorities and implications can take on new shapes and meanings through dialogue. Talking it through allows for exploring connections, considering potential outcomes, and recognizing factors that might not have been initially apparent; this underscores the transformative power of dialogue in shaping one's understanding and perspective on a given matter. Philip Cam suggests engaging in classroom dialogue is the primary approach for students to deliberately, strategically, and instinctively acquire the intellectual skills essential for constructing and evaluating arguments (Sowey, 2018, p. 54). Empirical research proves that active participation in dialogue fosters the advancement of higher-order cognitive abilities in students. This progress is evident across different dimensions, encompassing improved non-verbal reasoning, the capacity to formulate pertinent arguments, counterarguments, and rebuttals, and the acquisition of a broadly applicable understanding of argumentation and schemas. Moreover, engaging in dialogue correlates with a rise in the use of evidence, elevated proficiency in assessing the importance of reasons, a more thorough examination of alternative viewpoints, and more frequent utilization of analogical reasoning among students (Sowey, 2018, p. 55).

Mason's 2001 study found that dialogic teaching positively influences conceptual shifts within science education; this implies that encouraging student dialogue facilitates a more profound grasp and retention of scientific principles. Similarly, Danielle et al.'s 2005 research revealed that dialogic teaching contributes to cultivating students' metacognitive faculties. Through active engagement in dialogue, students are prompted to introspect on their cognitive processes, enhancing their self-awareness and regulation (Šeďová et al., 2014, p. 16).

The study of Shaari et al. (2018) revolves around integrating dialogue as an effective pedagogical tool to enhance student engagement and critical thinking in the learning process. It underscores the innovative nature of this method, particularly for learners in their final semester, and emphasizes its potential benefits. Learners were given ample opportunity to express their thoughts, indicating a collaborative learning environment where both educators and students share responsibility. This approach aligns with Freire's concept of education as a dialogue-driven process, promoting mutual learning and knowledge construction. This collaborative approach cultivates higher-order thinking skills in students and encourages them to articulate their ideas confidently. By providing space for student expression, learners become more self-aware of their learning journey and take active ownership of their education. Dialogue is portrayed not only as an instructional strategy but also as a reflection

of broader societal values and civic engagement. Engaging students with real-world issues fosters their critical thinking abilities and equips them with the skills needed to navigate the complexities of contemporary society. The study advocates for adopting dialogue as a transformative educational practice that empowers students to participate in their learning actively, develop critical thinking capabilities, and apply their knowledge effectively in real-world contexts (Shaari et al., 2018, pp. 14–18). In a similar subject, Elhassan and Adam's (2017) research points out university students' challenges in articulating their thoughts confidently, whether in academic discussions or everyday conversations. This research delves into how dialogic teaching methods impact the critical thinking abilities of university students. It sheds light on the prevalent practice among teachers of employing language that restricts flexibility in student interactions, often relying on questions with predetermined answers or delivering monologues instead of fostering dialogue. The paper advocates for integrating a communicative approach grounded in dialogic teaching, which prioritizes effective language use to facilitate learning and encourages active engagement between teachers and students (Elhassan & Adam, 2017, p. 65).

1.3.8.6. Boosting Writing Skills Through Dialogic Teaching

Employing dialogic teaching techniques has proven successful in enhancing students' writing skills across different educational settings. A 2020 study conducted by Barjesteh and Niknezhad found that dialogic teaching had a favorable effect on students' writing. By engaging in dialogic teaching, students could enhance their intellectual capabilities, transforming their writing style from predominantly descriptive and personal to a more critical and creative approach. Although some educators raised concerns about the feasibility of dialogic teaching in real classrooms, they also strongly endorsed its use for improving students' writing abilities. In summary, the integration of dialogic teaching emerged as a promising strategy in language education (Barjesteh & Niknezhad, 2020). A 2020 study by Tanis, Sonsoy, and Atay investigated the impact of three distinct pre-writing instructions on writing skills. The outcomes revealed that participants held positive opinions regarding dialogic instructions during the prewriting phase. Students who received instruction through dialogic teaching, regardless of whether it was in their native language (L1) or a second language (L2), achieved higher grades compared to those who received monological instruction. Moreover, students in the dialogic teaching groups had more opportunities for classroom discussions, expressing their viewpoints, engaging in reasoned conversations, and interacting with their peers (Tanış et al., 2020).

Falcón and Chiu's (2020) research aimed to harness the advantages of dialogic teaching methods in higher education to improve students' writing abilities, particularly in crafting academic texts. Central to this approach is the use of spoken communication to engage in critical debates with peers and clarify personal thoughts, resulting in improved writing quality. Despite the widespread adoption of dialogic strategies in primary and secondary education to enhance written communication skills, there appears to be an untapped opportunity to apply these methods in higher education to bolster academic literacy development (Falcón & Chiu, 2020, p. 3). In their research, they state that although scholarly literature often indicates a divergence between spoken language and writing skills after the initial learning stages, it acknowledges the value of speech in generating ideas and arguments

that can be later transcribed into written form. Oral interactions facilitate crucial processes like hypothesis formation, exploration, debate, and synthesis, which are vital for academic research and writing. Additionally, verbally summarizing written work aids students in pinpointing areas for enhancement, a concept supported by dialogic feedback research. Acknowledging the potential of speech in enhancing academic writing, there is an exploration of untapped opportunities, such as the adaptable syntax and coherence inherent in spoken language. Leveraging students' existing linguistic abilities aligns with the academic literacy perspective, which underscores collaborative sense-making and respects students' identities and understandings within disciplinary contexts. The strategy involves integrating spoken and written modes of communication through dialogic teaching methods to acquaint students with academic norms and regulations, especially in argumentative contexts (Falcón & Chiu, 2020, p. 4). Tailored workshops were developed collaboratively with subject experts by Falcón and Chiu. (2020), focusing on specific assessment tasks like discursive essays to understand how dialogue shapes academic writing. Through interactive dialogue, students were guided through the key stages of constructing academic arguments, fostering a sense of ownership over their work, and developing their academic voice and identity (Falcón & Chiu, 2020, p. 4). Falcón & Chiu (2020) Created exercises to facilitate students' grasp of academic argumentation, which involves clarifying the steps involved in constructing arguments and encouraging students to reflect on the evidence supporting their assertions while considering potential opposing viewpoints. For instance, a tailored exercise for first-year International Development students involved organizing them into groups with specific roles, such as Defenders and Challengers, prompting them to bolster their arguments through critical examination and interactive discussion. This process comprised three stages: initially, Challengers interrogated Defenders about their essay topics and arguments, meticulously recording the responses. Subsequently, Challengers developed counterarguments based on the discourse, documenting them in written and audio formats. Finally, Defenders adjusted their arguments using the discussion notes from Challengers, laying the groundwork for drafting their essays. Facilitators assumed a supervisory role by transparently delineating the argumentation process and offering guidance, allowing students to engage autonomously.

This methodology fosters an environment where all contributions are valued equally, reminiscent of peer-assisted learning initiatives. As facilitators refrain from being perceived as subject matter experts, they create a supportive atmosphere wherein students can explore their academic voices and participate in critical dialogue without feeling pressured to seek affirmation from authority figures (Falcón & Chiu, 2020, p. 7). Structured exercises in their research guided students to understand how their spoken language relates to their writing, improving their grasp of argumentation stages and refining their academic writing style. Positive feedback from student focus groups highlighted greater awareness of argumentation concepts and a diminished sense of formality between oral and written communication. Moreover, their dialogic method empowered students by cultivating collaborative learning environments and embracing diversity, fostering the development of unique academic voices and identities. While challenges like students' readiness for academic dialogue and feelings of self-doubt require attention, scaffolding, and supportive discussions can address these issues effectively. Furthermore, their research contends that the pedagogical impact of the dialogic approach extended beyond argumentation, benefiting various collaborative learning activities.

By structuring these activities with clear objectives and providing support, educators can harness the potential of collaborative dialogue to facilitate knowledge creation and empower students to express themselves academically (Falcón & Chiu, 2020, pp. 10–13). Additionally, a study conducted by Al-Adeimi and O'Connor in 2021 contributed to the literature by emphasizing the importance of teacher-initiated dialogic conversations in enhancing students' persuasive writing. The study showed that dialogic discussions exposed students to various perspectives and enabled them to analyze different viewpoints. Consequently, students became more proficient at defending their positions by evaluating ideas from multiple angles (Al-Adeimi & O'Connor, 2021). In summary, these studies collectively underscored the positive influence of dialogic teaching on students' writing skills. This approach encourages critical thinking, nurtures creativity, and promotes effective communication while fostering a comprehensive and diverse understanding of various subjects.

1.3.8.7. Enhancing Listening Skills Through Dialogic Teaching

Research has emphasized learners' abilities to produce content and their capacity for receptive skills, mainly listening and reading. The central focus here lies in how dialogic teaching methods can enhance listening skills and cultivate active listening in educational contexts—enhancement of Listening Proficiency through Dialogic Teaching. Dialogic teaching has been validated as a practical approach for enhancing the listening capabilities of learners. This enhancement is achieved through substantive interactions, comprehension of subject matter, increased awareness of metacognitive processes, and active dialogue involvement; this challenges the conventional perception that listening is a passive or behavioral activity. In 2020, Edwards Groves and Davidson undertook a study that delved into active listening practice within the dialogic teaching framework. Their research employed meticulous conversation analysis (CA) methods and examined data from 12 primary school educators who implemented dialogic teaching techniques. Video recordings capturing classroom discussions were transcribed and subjected to analysis, focusing on identifying distinctive interactional elements within whole-class dialogues where students actively listened. Their findings underscored various responsive practices within dialogic discussions that fostered active listening, emphasizing this practice's multifaceted and physically engaged aspects. This research called upon all stakeholders in the field of education to align their pedagogical approaches with the concept of active listening (Stibbard et al., 2020). In the same year, another study by Huang explored interactive listening undertaken by undergraduate students learning English as a Foreign Language (EFL) during problem-solving tasks within a dialogical framework. Huang employed the stimulated recall procedure, involving retrospective interviews, to delve into the students' thought processes as they co-constructed their understanding during listening activities. The study provided compelling evidence of the meaning-making process during interactive listening activities guided by a dialogical approach through a combined analysis involving thematic exploration and conversational scrutiny of the collected data. It underscored the inherently dialogical nature of co-constructing meaning during which participants actively listened and collaborated to regulate the discourse (Yıldırım & Uzun, 2021, p. 142).

1.3.8.8. Enhancing Vocabulary and Grammar Development Through Dialogic Teaching

Dialogic teaching, which has been shown to affect all four language skills positively, is also a fruitful and effective approach for enhancing learners' vocabulary and grammar development. Various studies illustrated how dialogic teaching influences vocabulary and grammar in diverse educational settings. Chow, Hui, Li, and Dong's Research (2021) aimed to explore how dialogic teaching affects phonological awareness and English vocabulary knowledge among 72 primary school students in Hong Kong with varying vocabulary levels. Following a 12-week intervention, it was observed that students in the experimental group improved their vocabulary development compared to those in the control group, irrespective of their initial vocabulary levels. Moreover, students with higher vocabulary knowledge also displayed increased phonological awareness. Consequently, dialogic teaching was deemed effective in elevating students' linguistic competence (Dialogic Teaching in English-as-a-Second-Language Classroom: Its Effects on First Graders with Different Levels of Vocabulary Knowledge - Bonnie Wing-Yin Chow, Anna Na-Na Hui, Zhen Li, Yang Dong, 2023, n.d.). In addition, a study by Opel, Ameer, and Aboudf (2009) demonstrated that dialogic reading could elevate students' vocabulary scores and enhance their expressive vocabulary knowledge. Similar findings were replicated by Boer (2017) in a study focused on vocabulary acquisition in children aged four to five and by Kotaman (2013) in examining receptive vocabulary development and reading attitudes among preschoolers through dialogic storytelling aided by parental involvement. Additionally, in 2018, scholars investigated the impact of dialogic reading strategies on vocabulary enrichment among 384 students in the fourth grade. The results from post-tests indicated that dialogic reading enhanced students' storytelling abilities and improved their utilization of syllables, words, and sentences when constructing narratives using story cubes (Yıldırım & Uzun, 2021, p. 144).

Dialogic teaching positively influences learners' grammar knowledge. The literature provides evidence suggesting that dialogic teaching improves various aspects of grammar. These improvements are facilitated through gestures, biological feedback, applying linguistic principles related to dialogic teaching, teacher development programs that incorporate dialogic group activities, and reconsidering drama instruction. Matsumoto and Dobbs' Study (2017) delved into using dialogic gestures as interactive resources in grammar classes. It analyzed data from beginner and advanced-level settings, including video recordings. The findings demonstrated that dialogic gestures were crucial in grammar teaching and learning as indispensable interactive resources. Another study explored the influence of contextualized grammar teaching on promoting dialogue within the classroom. This research employed speech function analysis to scrutinize teacher and student discourse. The study adopted a participatory research design, incorporating workshops, creating practices to integrate dialogic pedagogy into grammar teaching, implementing these practices in the classroom, and teacher reflections on their teaching methods. The results indicated that dialogic teacher discourse and actions facilitated effective pedagogy for constructing grammatical knowledge. Additionally, tasks designed to encourage dialogue in the classroom promoted collaborative language development within the context of grammar teaching (Yıldırım & Uzun, 2021, p. 144).

1.3.9. Dialogism and Literature

In literature, dialogism underscores the multiplicity of interpretations and the relational nature of textual meaning. When applied to literary studies, dialogism encourages readers to engage with texts as conversation sites where diverse viewpoints and cultural contexts converge and clash. This approach enriches the understanding of literary works and fosters a deeper, more critical engagement with texts, highlighting the importance of dialogue in constructing meaning. In this section, we will explore how dialogism can be harnessed to enhance the teaching and appreciation of literature, particularly in English as a Foreign Language (EFL) education.

1.3.9.1. Enhancing Literary Studies through Interactive and Critical Dialogue

Robert Eaglestone underscores the importance of promoting dialogue among English and literary studies students. This form of dialogue goes beyond mere verbal communication; it encompasses interpreting and investigating texts, aiming to foster ongoing debates and differences of opinion regarding the literature under examination (Marshall, 2022, p. 141). Recent studies on reading highlight the need to go beyond the conventional cognitive viewpoint when examining how literacy develops. While cognitive theories have long dominated the field of psychological research on reading, contemporary scholars like Paulo Freire, Michael Bakhtin, Martha Solar, and Donaldo Macedo argue for a shift toward recognizing literacy acquisition as a social phenomenon. These scholars contend that becoming literate entails more than just deciphering written symbols, a concept previously emphasized by researchers such as James McKean Cattel and Edmond Huey. Instead, literacy is portrayed as a dynamic process where readers actively attribute meanings to symbols, often drawing from their personal experiences and daily life contexts, as demonstrated by Paulo Freire's work (Serrano & Mirceva, 2010, p. 192). Bakhtin (1986) suggests that each interaction sparks a sequence of dialogues. When individuals engage in conversation, they contribute to a communication process where the significance of each dialogue is influenced by prior interactions, thus creating a continuum of dialogues. These preceding exchanges shape how current interactions are understood and integrated into future dialogues. Bakhtin labels this interconnected web of dialogues as the 'dialogue imagination,' which aids in interpreting incoming communication by contextualizing it within familiar sequences of events, exchanges, and dialogues (Serrano & Mirceva, 2010, p. 194). The considerable body of research on the significance of discourse within English language arts education has led to several prevailing convictions among educators. These convictions include the notion that participating in dialogic conversations cultivates democratic engagement within society, that genuine discussions nurture critical thinking within educational settings, and that approaching text discussions in a dialogic fashion presents an alternative to conventional recitation practices. In traditional recitation, instructors usually maintain interpretive control over texts, while students often take on passive roles, aiming to learn from the teacher rather than engaging in collaborative interpretation (Chisholm & Loretto, 2016, p. 2). Discussions encouraging inquiry and dialogue offer various advantages, such as enhancing comprehension, honing argumentative writing abilities, and nurturing critical thinking

through in-depth reading (Chisholm & Loretto, 2016, p. 2). The significance of cultivating proficient reading abilities extends beyond academic excellence. It catalyzes nurturing students' social consciousness and interpersonal aptitude. Reading, especially when practiced collectively or exchanged, presents advantageous prospects for augmenting students' grasp of vital social and emotional proficiencies crucial for contemporary citizenship. Through active participation in reading endeavors, students are empowered to broaden their comprehension and positively influence their surroundings. In essence, robust reading skills foster scholastic triumph and the cultivation of socially astute and empowered individuals capable of navigating and effecting positive change within their communities (Khalfaoui-Larrañaga et al., 2021, p. 1). Approaching literary analysis from a dialogic perspective emphasizes the significance of individual readers' engagement with the text and the collaborative processes of meaning construction that occur through dialogue among diverse individuals. Aligned with educational methodologies that prioritize dialogue and interaction for cognitive growth, dialogic reading highlights the interactive dimension of the reading experience. It acknowledges the value of collective sense-making that emerges when individuals with varied perspectives engage in discussion, leading to a shared understanding of the text. As Khalfaoui-Larranaga et al. (2021) explained, dialogic reading enriches comprehension through the exchange of diverse viewpoints and creates opportunities for social and emotional introspection and awareness. By encouraging active listening, mutual respect, and consideration of differing perspectives, dialogic reading prompts individuals to participate in meaningful dialogues that deepen their comprehension of both the text and one another (Khalfaoui-Larrañaga et al., 2021, pp. 2–3).

Findings from studies like Ivy and Johnston (2015) highlight how active reading fosters connections with fictional characters and peers, leading to enhancements in emotional regulation, behavior, academic performance, and social and moral awareness. Similarly, investigations by Fettig et al. (2018) underscore the positive effects of dialogic reading interventions on vulnerable children's social and emotional growth. To effectively nurture students' literacy skills, schools should offer collaborative reading opportunities that cultivate proficiency and genuine enjoyment; this entails creating environments conducive to shared reading experiences, where diverse perspectives are exchanged and meaning is collaboratively constructed from texts. Consequently, it is imperative to explore programs that engage students in reading high-quality literature from a dialogic standpoint, aiming to cultivate enthusiasm for reading among all learners (Khalfaoui-Larrañaga et al., 2021, p. 3)

Recent educational research has shown a growing interest in exploring how principles and ideas from literature can inform and enrich educational practices. For instance, ongoing discussions revolve around the concept of authorship and its implications within classroom dynamics, drawing parallels between the relationships depicted in literature and those observed in educational environments. Moreover, concepts borrowed from literary analysis, like distinguishing between authoritative and internally persuasive language, have demonstrated their utility in understanding classroom discourse. Additionally, the notion of heteroglossia, which recognizes the influence of diverse voices and perspectives on language, has offered valuable insights into interpreting communication within educational settings (Skaftun, 2019, pp. 143–144). Skafun (2019) underlines that dialogue can harbor conflict and tension within communication; this stems from Bakhtin's belief that each utterance,

regardless of its brevity or complexity, serves as a miniature world of discourse, embodying either dialogic or monologic characteristics. When analyzing dialogue in this context, it is crucial to acknowledge the individual authors and speakers and their connection to the words and meanings conveyed (Skaftun, 2019, pp. 145–146). Similarly, Marshall (2022) discusses the practice of close reading, which is commonly employed in English classrooms. Rather than aiming for a single, definitive understanding of a text, close reading encourages students to simultaneously interact with the multiple layers of meaning within the text. This approach encourages an open-ended and collaborative exploration of literature. Eaglestone stresses the need for education, particularly in English, to prioritize discussion and dialogue over simple information transmission or assessment based on predefined criteria. Essentially, the study of English, particularly literature, is viewed as a continuous exchange where students actively engage with texts and each other to delve into and interpret various viewpoints (Marshall, 2022, pp. 141–142).

1.3.9.2. Exploring the Depths of Dialogism in Bakhtin's Literary Theory

Ohman (2017) explained that Bakhtin's dialogism concept in literature and literary representation is multifaceted and nuanced. Bakhtin's understanding of a dialogic mode transcends the coexistence of multiple voices engaged in conversation. It delves into a more profound complexity where the richness of dialogue extends beyond the surface. This complexity is highlighted by the contrast with theater, which, despite its inherent emphasis on dialogue, is classified by Bakhtin as monologic. This categorization arises from the notion that characters in theater predominantly function as vessels for the author's voice, lacking the genuine interplay of multiple perspectives and values that define authentic dialogic engagement. Moreover, the distinct traits of monologism are not exclusive to theater alone but also extend to other forms of literary expression, such as poetry and drama. Bakhtin's framework identifies inherent formal characteristics within these genres that align them with the monologic paradigm. Surprisingly, Bakhtin's early explorations into literary representation yield a profound insight concerning characters within the context of novels. He contends that characters, particularly in the novelistic realm, take on a life of their own. These fictional entities achieve autonomy, existing independently within the narrative framework, separate from the creative agency of their author. This autonomy endows them with a distinct presence and significance within the text. Bakhtin also touches upon autobiographical writing, where an author's construction of self is pivotal. One must deliberately craft an image of oneself to engage in autobiographical expression. This self-constructed persona becomes an additional entity with which the author enters into dialogue. Significantly, this constructed self may not necessarily align with the author's true identity, adding complexity to the dialogic process. However, Bakhtin's intellectual journey undergoes a notable transformation. His earlier works, originating in the late 1910s and early 1920s, lay the foundation for his future dialogic theories. Initially, Bakhtin seeks to unveil the essence of literary representation and what comprises its enigmatic core. He understands that literary creation is an objectifying process, endowing characters with a quasi-independent existence. While they remain products of the author's imagination, they gain an autonomous presence within their narrative environment. This transformation paves the way for Bakhtin's later, more profound engagement with dialogism, particularly in exploring Dostoevsky's works. Oman (2017) adds

that Bakhtin's perspective on dialogue is fundamentally grounded in relational differences rather than harmonious unity. He asserts that genuine dialogue hinges on contrasting values and perspectives. Importantly, this concept of relational dynamics resonates throughout Bakhtin's thought. Notably, he suggests that authoritarian and dogmatic stances do not solely characterize monologic modes but can also manifest as relativistic. In his analysis of Dostoevsky, Bakhtin underscores the pivotal role of rendering characters' voices so that they interact and reflect upon one another, a process vital for authentic dialogue (Öhman, 2017, pp. 16–17). We should note that the notion of dialogue in literature has been highly misplaced by many. Jones (2017) analyzed the concept of dialogism as proposed by Bakhtin and how it conflicts with specific interpretations. Bakhtin's perspective suggests that understanding texts involves dynamic interactions, where ideas are absorbed and integrated into our intellectual landscape. According to Bakhtin, this interaction is not merely mechanical but rather a dialogic exchange between texts, where meanings emerge through engagement with diverse perspectives. Bakhtin emphasizes that this dialogic exchange is not just between texts but also between personalities. While some scholars interpret this as interactions between living individuals, Bakhtin's notion encompasses textual personalities, such as characters in a novel. Bakhtin rejected the notion of dialogism being confined to argument, polemics, or parody, dismissing such interpretations as simplistic (Jones, 2017, pp. 10–11).

1.3.9.3. Empowering Literacy and Social Consciousness through Collaborative Interpretation

Dialogic reading, influenced significantly by Frayer's research, blends practical methods with theoretical insights, highlighting the significance of dialogue and critical contemplation in fostering literacy skills. Through participatory discussions marked by equality, individuals can cultivate a critical awareness of their surroundings, a concept known as "reading the world" through active engagement. Dialogic literary gatherings serve as prime examples of this approach and have garnered global recognition for their role in combating social inequalities. This methodology has been incorporated into the educational curricula at Harvard for graduate students in fields such as education and health. Serrano & Miceva (2010) mentioned in their paper that renowned cultural and literary figures, including Nobel laureate Jose Saramago, author Jose Luis Sampedro, and singer-songwriter Jose Antonio Labordeta, have also endorsed the efficacy of dialogic reading in nurturing critical thinking and fostering social consciousness (Serrano & Mirceva, 2010, pp. 192–193). Current research in reading is divided into two main streams. One focuses on understanding the core mechanics of the reading process, while the other seeks to develop more effective teaching strategies to improve education and address literacy challenges. Within the realm of the former, there is a notable shift toward a socially grounded perspective, reshaping traditional views on reading and comprehension. This evolving approach underscores the importance of dialogue in comprehending how and why individuals acquire reading skills. Consequently, theories exploring the reading process are moving away from the notion that individual cognitive functions solely drive reading. Instead, there is growing recognition of the interactive nature of reading, which includes the social relationships that influence individuals' learning experiences (Serrano & Mirceva, 2010, p. 193).

Solar's formulation of dialogic communicative acts, influenced by Bakhtin's concepts of dialogicality and the dialogic imagination, represents a significant advancement in understanding language dynamics. By building upon the notion of speech acts, Solar delves into how language facilitates communication and shapes societal constructs. Central to this idea is the recognition that comprehending speech acts necessitates an awareness of the speaker's social milieu, including prevalent inequalities. Within this social framework, power dynamics often manifest through ingrained biases and discriminatory attitudes, permeating everyday interactions. Solar's framework underscores the imperative of acknowledging and rectifying power differentials inherent in communicative exchanges within social contexts (Serrano & Mirceva, 2010, p. 195). While society greatly emphasizes academic knowledge, individuals lacking formal education often rely on alternative strategies for navigating daily life, such as mental arithmetic and exceptional memory skills. Nonetheless, their lack of formal education often prompts them to recognize the significance of schooling, fostering a positive attitude towards learning when they embark on the journey to literacy. Solar's concept of dialogic communicative acts underscores the importance of prioritizing the validity of arguments over hierarchical power dynamics in communication. These acts aim to address inequalities entrenched in societal structures by advocating for egalitarian dialogue. In this type of dialogue, contributions are assessed based on the soundness of reasoning rather than the authority or status of the speaker. Such an approach ensures that individuals are not marginalized due to their social standing, ultimately fostering the development of more equitable social systems conducive to learning and growth for all (Serrano & Mirceva, 2010, p. 195).

Literary Gatherings is a concept worth mentioning in understanding the relationship between dialogism and literature. As explained in Serrano and Mirceva. (2010), Dialogic Literary Gatherings epitomize interactive and dialogic interpretation, drawing inspiration from the theories of Vygotsky, Bakhtin, Soler, and Flecha. These gatherings mark a significant initiative in Reading research aimed at bolstering education and tackling illiteracy by spotlighting the role of interaction in interpreting texts. During these gatherings, individuals acquire cultural knowledge and refine their linguistic abilities through dialogic exchanges, fostering reflective and analytical communication. Primarily attended by those striving to enhance their literacy skills, participants delve into discussions on classic literary masterpieces like Lorca's Gypsy Ballads and Joyce's Ulysses, strengthening their reading and comprehension proficiency. What distinguishes these gatherings is their focus on communicative speech acts, where all contributors present interpretations assessed based on the cogency of their arguments rather than their societal standing. This egalitarian discourse aims to rectify social disparities as participants pursue more profound insights into literary works.

The selection of Universal literary classics underscores the enduring relevance of themes such as love, societal dynamics, and cultural diversity, enabling attendees to draw parallels with their own lives. Moreover, these gatherings challenge conventional norms by demonstrating that literary analysis is not confined to academia but is accessible to individuals from all educational backgrounds (Serrano & Mirceva, 2010, pp. 196–203).

According to Khalfaoui-Larrañaga et al. (2021), enhancing students' reading proficiency involves fostering a deep understanding of reading comprehension across three

pivotal areas: academic language, perspective-taking, and complex reasoning. To begin with, they stated that academic language presents a challenge as it is more intricate and specialized than everyday language; this can particularly hinder reading comprehension for students from marginalized backgrounds who may not be familiar with the formal language conventions emphasized in educational settings. Additionally, they add that perspective-taking is vital for students to comprehend and navigate various viewpoints on a given subject or event. This ability enables them to grasp multiple perspectives and interpret information more thoroughly. Lastly, they explain that complex reasoning involves the ability to critically and effectively think about intricate issues, taking into account multiple aspects and consequences. Cultivating this skill allows students to analyze and assess information more deeply, enhancing understanding and insight (Khalfaoui-Larrañaga et al., 2021, p. 2).

The significance of reading proficiency transcends mere academic achievement and substantially influences social and emotional learning, which is increasingly regarded as crucial for preparing students for school. Researchers have delved into how literature, particularly narratives abundant in social themes, can ignite social and emotional awareness, primarily by fostering perspective-taking abilities. When students are immersed in stories that encourage viewing situations from different angles, they become emotionally invested in the material, resulting in socially and academically favorable outcomes. Furthermore, literature serves as a tool for students to derive conclusions and make informed decisions, thus nurturing critical thinking and reinforcing key concepts. Additionally, cultural beliefs and values shape the reading experience significantly. Literature that resonates with participants' cultural backgrounds has bolsters readers' confidence and enhances their reading proficiency (Khalfaoui-Larrañaga et al., 2021, p. 2). The core idea remains that literature plays a pivotal role in cultivating social and emotional intelligence, critical thinking skills, and self-assurance among readers, particularly when the narratives align with their cultural context.

Classical literary works provide significant opportunities for contemplating social and emotional themes. Scholars have investigated how renowned pieces, such as the Arabian Nights and Shakespearean plays, have impacted individuals, including notable authors. Styles (2010) underscores the profound influence of these narratives, emphasizing their enduring significance. Moreover, neuroscience research, exemplified by Keidal et al. (2013), has demonstrated that engaging with Shakespeare's works can trigger specific brain activity associated with language structures. Classics are regarded as sources of enduring education. Calvino suggests that these timeless works carry the weight of past interpretations and cultural legacies. Hogan (2015) contends that enduring literary masterpieces offer readers intricate emotional journeys that transcend temporal and cultural boundaries (Khalfaoui-Larrañaga et al., 2021, p. 2). Khalfaoui-Larrañaga et al. (2021) study found that reading programs that integrate complex literature and encourage interactive discussions impact students' academic, social, and emotional growth. Initially, the intricate language found in books rich in metaphors and advanced vocabulary aided students in grasping the academic language, enabling them to incorporate it into their own expressions and clarify unfamiliar concepts. Furthermore, immersing themselves in deep narratives provides students ample opportunities to adopt diverse character perspectives, fostering empathy and honing their ability to engage in complex reasoning. By sharing and contrasting their interpretations, students learn to appreciate multiple viewpoints and recognize that divergent opinions can

still lead to mutual understanding. Additionally, the study mirrored the dynamic classroom discussions during literary gatherings, empowering students to freely articulate their thoughts, comprehend their peers' viewpoints, and deepen their understanding of values and emotions. They add that the inclusive dialogue facilitated by educators empowers all students to actively participate in learning and enjoyment, underscoring the significance of promoting reading initiatives that prioritize student involvement and social engagement. Moreover, they found that reflecting on characters' experiences enables students to draw connections between literary themes and their own lives, facilitating conversations on intricate topics such as loneliness and friendship within a nurturing classroom environment; this not only enriched students' social and emotional awareness but also emboldens them to address pertinent issues relevant to their experiences (Khalfaoui-Larrañaga et al., 2021, pp. 12–13).

1.3.9.4. Fostering Student-Centered Interpretive Authority in Classroom Discussions

Interpretive authority is socially constructed and is pivotal in nurturing critical discourse, such as employing textual evidence to substantiate arguments (Chisholm & Loretto, 2016, pp. 2–3). Certain scholars perceive interpretive authority as an inherent quality, implying that individuals either have it or lack it. For example, a teacher with extensive experience teaching a specific poem possesses interpretive authority over that particular piece of literature (Chisholm & Loretto, 2016, p. 3). In this research, interpretive authority is seen as a handicap to students' autonomy and authentic argumentation since it is highly influential.

The influence of teachers ' interpretive authority on classroom discussions was examined in a study involving two advanced secondary English classes by Smith and Connolly. They conducted an experiment where they analyzed discussions after reading a poem unfamiliar to both the teacher and students. Their findings revealed that when the discussion centered on interpreting the new poem, the dominance of interpretive discourse shifted from the teacher to the students. This shift correlated with increased student engagement and participation, evidenced by their evaluations and text-based generalizations. The study suggests that assessing the balance of student and teacher talk and the overall discussion volume can provide insights into instructional dynamics in the classroom. However, it is noted that such quantitative measures may only partially capture the instructional strategies fostering dialogic interactions, which are often shaped more by the functions of talk rather than its specific characteristics (Chisholm & Loretto, 2016, p. 5). The teacher's role is pivotal in facilitating student learning during discussions centered on texts. As noted by Miller (2003), a teacher was observed nurturing a sense of shared interpretive authority among students by steering discussions based on the students' queries. This approach fostered collaborative thinking by linking the text with students'students' experiences. The collaborative dynamic included interactions between students and using textual evidence to interpret the material. Rather than simply explaining concepts to students, the teacher empowered them to develop their own understanding by attentively listening to their discussions, challenging the text's authority, and ensuring an open exchange of ideas among students in the classroom(Chisholm & Loretto, 2016, pp. 4–6). Auckerman's 2008 study highlights the potential for innovative approaches to text-based discussions. Instead of the traditional teacher-centered approach, where the teacher is the expert and students are

seen as learners, Auckerman investigated a classroom environment where students' evolving social and intellectual intentions guided discussions. The research suggests that when students engage in discussions driven by their own interests, it leads to various interpretations of texts, moving away from relying solely on the teacher's perspective. In this study, the teacher chose not to correct students' mistakes or misunderstandings, allowing for a shared responsibility between students and the teacher in evaluating texts and discussing their meanings. By viewing discussions as platforms where everyone has interpretive authority from the start, teachers and students were seen as potential contributors to knowledge rather than just the teacher being the authority (Aukerman et al., 2008). The Miller case in 2003 and Auckerman's study in 2008 both highlight the significance of centering classroom discussions around students' active involvement; this includes drawing from their real-life experiences, addressing their misunderstandings, and exploring the questions they pose during lessons. In both instances, teachers leveraged these student inputs to facilitate and direct the learning process. Emphasizing students' intentions and inquiries regarding the text, teachers embraced an instructional approach where interpretive authority was shared among all participants. Classroom discussions aimed to collectively construct meanings while valuing students ' interests and evolving ideas. These elements of the classroom environment shed light on why observed recitation practices in Boyd and colleagues ' 2015 study were viewed as supportive of the essential epistemic and communal functions of classroom dialogue, crucial for effective teaching and learning, rather than merely focusing on superficial aspects of dialogue (M. Boyd, 2015).

In the research of Chisholm and Loretto. (2016), students demonstrated significant interpretive authority when they expressed their understanding of texts in their own words, backed by evidence from their reading. Teachers were advised to actively participate as attentive listeners and fellow readers during discussions, recognizing these moments as chances for students to verbally articulate and refine their ideas. Their research stresses the importance of creating discussion environments where students feel empowered to explore ideas that may differ from conventional interpretations, thus fostering a sense of ownership over their thoughts. The notion of interpretive authority is portrayed as a dynamic interplay between centralizing and decentralizing discourses, shaping the construction of meanings in literary discussions, the development of interpretations, and whose voices are amplified (Chisholm & Loretto, 2016, p. 30). When teachers move away from solely assessing students and instead promote the exploration of unconventional interpretations in texts, students see reading as a more intellectually challenging activity. This change entails participating in genuine discussions about texts and collaboratively extracting meaning, encouraging students to formulate interpretations they can defend, even if they diverge from traditional standards. In contrast to the belief that informal discussions lack structure, dialogic discussions about texts are depicted as rigorous academic exercises that help students closely analyze and evaluate texts (McElhone, 2015, p. 168). An example of this is the teaching experience of teacher Barbara (McElhone, 2015).

To simplify classroom discourse analysis for teachers by focusing on analyzing utterances and specific talk moves. Barbara implemented an "accountable talk" strategy to promote student voices and engagement in text discussions. She introduced new talk stems and monitored the evolving discourse over several weeks. Barbara used an anchor chart

consistently to guide student engagement and reinforce mutual accountability. This accountability involved listening attentively, avoiding interruptions, and participating constructively using sentence stems to build upon prior contributions. The "I agree/I disagree" stems were particularly emphasized. Initially, Barbara guided discussions by explicitly encouraging students to use these sentence stems and to identify individuals with whom they agreed or disagreed. Overall, Barbara's Barbara's approach aimed to foster a culture of respectful and thoughtful dialogue among students during classroom discussions (McElhone, 2015, p. 161). Barbara's journey reflects a significant shift in her instructional practices, emphasizing the promotion of student voices and cultivating dialogic interactions in the classroom. Barbara initially introduced accountable talk strategies, such as sentence stems, to encourage students to actively participate in discussions and engage with their peers' ideas. This approach aimed to foster a collaborative learning environment where students felt empowered to share their thoughts and build upon each other's contributions. As Barbara continued to refine her instructional methods, she transitioned from the traditional role of teacher as the primary authority figure to that of an observer who facilitated student-led discussions. By relinquishing interpretive authority and encouraging students to explore diverse interpretations of texts, Barbara promoted critical thinking and independent reasoning among her students. Despite the challenges posed by standardized testing requirements, Barbara remained committed to prioritizing student-centered instruction and fostering meaningful dialogue in the classroom. Through ongoing reflection and professional development, she embraced a more attentive listening approach, recognizing the value of students' diverse perspectives and experiences in shaping their understanding of texts. Barbara's experience provides optimism in this regard. Her progression towards adopting more dialogic instruction was facilitated by two essential elements within her professional development: a supportive environment conducive to inquiry and the provision of practical conversational tools tailored to her specific needs. The professional development process integrated various practical and conceptual resources, including videos, transcripts, and guidance on effective questioning techniques. By incorporating a dialogic approach within professional development, Barbara successfully bridged the gap between her intended instructional practices and their implementation. This adaptability is fundamental to the professional development's effectiveness, as it directly addressed Barbara'sBarbara's instructional hurdles and aligned with her broader teaching philosophy (McElhone, 2015, pp. 161–168). In short, Barbara's journey underscores the importance of adopting dialogic instructional practices that prioritize student voice, collaboration, and critical inquiry in literature classes. Barbara created a learning environment conducive to authentic dialogue and collaborative knowledge construction by empowering students to participate in discussions and engage with complex ideas actively.

1.3.10. Challenges of Dialogic Teaching

The obstacles teachers encounter as they strive for dialogically organized instruction, have received minimal research attention. The existing body of literature extensively details the difficulties faced by teacher candidates when adopting intricate and unfamiliar practices, particularly during the transition from students to novice educators. These challenges arise

from entrenched traditional practices observed during their apprenticeship, accentuating the struggles in relinquishing control and fostering dialogic interactions. Experienced educators face analogous hurdles rooted in established perceptions of classroom dynamics, student capabilities, shared instructional norms, and reluctance to deviate from the norm. Concerns such as content coverage and apprehensions about negative feedback contribute to teachers' reluctance to embrace discussion-oriented approaches. Nevertheless, acknowledging the pivotal role of substantive classroom interaction in language and literacy learning suggests that dialogically organized instruction should be a fundamental aspect of preparing English teachers (Caughlan et al., 2013, pp. 219–220). Among the work-sited challenges, we found:

- **The Lack in Effective Self-Assessment and Training**

Despite numerous studies highlighting the advantages of dialogic teaching, the literature indicates that students need to encounter such an instructional approach. This scarcity is attributed to teachers needing help systematically assessing their classroom practices. Consequently, it becomes evident that teachers require additional opportunities for self-evaluation to foster a more dialogical approach to teaching (Aygun, 2019, p. 112). A limited number of international studies focus on dialogic language teaching, particularly in the context of dialogic science and math teaching. In the Turkish context, it is evident that research and initiatives related to dialogic teaching are notably scarce (Aygun, 2019, p. 112). Ates et al. (2006) highlight that traditional classrooms, which prioritize theoretical knowledge over practical application, tend to limit the implementation of dialogic learning. Similarly, the learning environment in Algerian classes is predominantly characterized by monologue, indicating a need for more emphasis on interactive dialogue. Teachers need help to evaluate their own practices effectively, underscoring the need for a more comprehensive approach to self-assessment. It is suggested that considering the teacher profile, mainly promoting the habit of posing dialogic questions, should be incorporated into both in-service learning and teacher training programs; this is anticipated to enhance the overall quality of the learning-teaching process, fostering a more dialogical approach to questioning (Aygun, 2019, p. 121).

Caughlan et al. (2013) stated that English education needs to pay more attention to comprehensive support for novice educators in cultivating instructional approaches that prioritize dialogue. Those instructors who tactically devised plans for dialogic instruction, employing suitable tools, observed a higher prevalence of student contributions than teacher interventions. They added that The inherent challenge of instilling dialogic practices in new teachers, who often gravitate toward traditional interaction models dominated by the authoritative voice of the teacher, highlights the formidable task that teacher educators face in equipping new teachers with an understanding of the pivotal role of quality classroom interaction and the effective implementation of dialogic teaching techniques, particularly considering the limited exposure of teacher candidates to dialogic interaction in their training (Caughlan et al., 2013, p. 213). Creating a learning environment with dialogically organized instruction is a sophisticated skill that does not occur naturally in classrooms due to the entrenched tradition of teacher-dominated school participation. Since this form of instruction is rare. Examining how teacher candidates progress in dialogically organized instructional practices from a Vygotskian standpoint sheds light on how tools play a mediating role in planning and instruction, underscoring the importance of using diverse tools and innovatively

applying existing ones to align with the collaborative essence of dialogically organized instruction (Caughlan et al., 2013, pp. 217–218).

Vasalampi et al. (2021) discussed that research based on classroom observations indicates that dialogues with active pupil involvement, such as asking questions, explaining viewpoints, and commenting on each other's ideas, must be more frequent. The study estimates that, particularly in whole-class situations dominated by scripted initiation-response-feedback exchanges (IRF), the teacher initiates around 85% of classroom talk. These exchanges typically involve teacher-initiated closed questions and an assessment of pupils' responses. Consequently, there is a recognized need for professional development programs to assist teachers in transcending authoritative teaching approaches and teacher-led discourse. Teachers are urged to develop pedagogical strategies encouraging educational dialogue and active student engagement, promoting a transition from teacher-centered to more collaborative and participatory classroom interactions (Vasalampi et al., 2021, pp. 2–3). Dialogic teaching's full adoption has been revealed as intricate and demanding for educators, as demonstrated in a development program focusing on its principles, methods, and indicators. Sadova's 2017 study emphasized teachers' difficulties when integrating dialogic teaching into their daily instructional practices (Sedova, 2017). In addition, The deficiency in guidance substantially hinders the adoption of dialogic teaching (Yıldırım & Uzun, 2021, p. 145). Also, Garcia-Carrion et al. (2020) stated that Numerous educators face challenges in adequately preparing and facilitating classroom discussions, thereby constraining their ability to enrich students' learning encounters. Furthermore, they speculate that instructors encounter difficulties fostering exploratory dialogue among students as they must navigate the delicate balance between allowing students to freely exchange ideas and steering discussions towards predetermined learning goals. Additionally, they highlighted that educators often lack sufficient guidance in organizing and overseeing group activities in the classroom (García-Carrión et al., 2020, p. 8). Collectively, these obstacles impede the establishment of effective dialogue and cooperative learning atmospheres within educational contexts.

- **Challenges in Fostering Authentic Dialogic Arguments in Education**

Sowey (2018) contends that despite students regularly engaging in classroom discussions, a notable concern is their difficulty in participating in authentic dialogic arguments (Sowey, 2018, p. 56). Additionally, Sowey stated that in Kuhn's 2008 empirical studies, adolescents involved in student dialogue often adopted conflicting stances on controversial topics, striving to present compelling arguments for their perspectives. However, they frequently resorted to juxtaposing their arguments, neglecting to acknowledge or actively interact with each other's contributions. Each participant seemed to rely on forceful argumentation, assuming it would automatically establish the dominance of their position, with the expectation that opposing views would diminish without further consideration (Sowey, 2018, p. 56). Similarly, Boyd (2019) stated that implementing dialogic teaching presents challenges, exemplified by difficulties such as inadequate rational argumentation and linguistic comprehension disparities among students. Furthermore, teachers' formulation of problem-solving tasks significantly influences the efficacy of dialogic teaching, transcending mere inquiry to transform facts into exploratory challenges; this underscores the critical role of task design and problem-solving in educational frameworks encompassing curriculum, evaluation, and accountability (P. Boyd, 2019, p. 4).

- **Problems in Shifting From theory to Practice**

Sowey (2018) stated that teachers commonly encounter difficulties translating theoretical knowledge into effective teaching methods. In the specific context of learning to facilitate dialogic arguments, a challenging gap exists between understanding Thinking Tools theoretically and applying them in actual classroom settings. Erickson (2014) cautions that educators might feel overwhelmed by a continuous flow of details, needing more clarity in navigating through them. Novice teachers benefit significantly from expert support to develop their skills, allowing them to visualize themselves as facilitators and practice crucial abilities such as making appropriate interjections. The emphasis is on genuine proficiency, and discernment emerges through applying knowledge and understanding to practical challenges. Cam (1994) and Worley (2009) underscore that practical thinking is better cultivated through active involvement and modeling, emphasizing the importance of practical engagement over theoretical knowledge acquisition (Sowey, 2018, p. 61). Mercer and Howe (2012) highlighted a divide between the theoretical concept of dialogic teaching and its practical enactment. Conventional school cultures favoring teacher-centered instruction have been identified as impediments to the effective implementation of dialogic teaching (Yıldırım & Uzun, 2021, p. 145).

- **The Dilemma of Beyond Opinions**

In classrooms encouraging student dialogue, students' ideas are often regarded as mere opinions rather than hypotheses open to examination, testing, and reconstruction. While students enjoy more opportunities to express themselves compared to traditional classrooms, their contributions lack critical scrutiny from the group. Instead of fostering meaningful dialogue, the time is often spent on sharing opinions that must be explained and disjointed. Sowey (2018) approached this by stating that despite their intentions to promote classroom dialogue and move away from didactic methods, many teachers inadvertently adopt communication patterns that contribute to pseudo-argumentation; this involves using a continuous series of ostensibly open but unfocused and unchallenging questions and providing habitual, superficial praise instead of offering substantive feedback (Sowey, 2018, pp. 56–57). The central concept is that classroom discussions often fall short of achieving two essential objectives, resulting in superficial conversations and lacking direction. Even though students take turns expressing their opinions, there is often a lack of systematic interaction with each other's ideas. Despite the appearance of a genuine dialogic argument characterized by sequential contributions and expressed disagreements, the resulting discourse frequently turns out to be a mere pseudo-argument (Sowey, 2018, p. 56).

- **The Emphasis of Traditional Methods and Rote Learning**

In the context of education in the US and UK, where traditional teaching methods centered around the teacher are still prevalent, this touches upon societal influences such as overcrowded classrooms, an emphasis on standardized testing, and the intricate difficulties associated with fostering genuine dialogue in educational environments. The writings of scholars Burbules (1993) and Alexander (2005) are referenced in exploring these issues. Burbules identifies various obstacles hindering effective classroom dialogue, including discouraging open participation and external pressures. He also cautions against overly idealistic perspectives on dialogue, warning of its potential to devolve into manipulation or inefficacy. Alexander clearly distinguishes between authentic dialogic teaching and what he

labels "pseudo-inquiry," wherein teachers employ shallow, open-ended questions devoid of substantive feedback, leading to discussions lacking depth and challenge. In essence, while dialogue holds promise for enhancing educational experiences, its practical application is fraught with complexities, including the risk of shallow engagement and manipulation. These challenges may help explain the persistence of traditional, teacher-centered approaches in education (Reznitskaya et al., 2009, pp. 29–30). The research of Zayed (2016) highlights a teacher's experience with future Saudi educators, emphasizing their propensity for memorization-based learning. Notably, these students, trained from a young age to commit extensive sections of the Holy Quran and its exegesis to memory, adopted a similar strategy for English language acquisition. This pedagogical background inclined the learners towards rote learning, especially with older texts, focusing less on grasping the essence or articulating personal insights. Instead of expressing their interpretations or rewording the learned material in exams, they often replicated textbook content precisely as it was. This scenario mirrors a more significant educational trend where memorization is prioritized at the expense of cultivating critical thinking or independent interpretative skills (Zayed, 2016, p. 5). In a different similar context, Yildrim & Uzun stated challenges that encompass overcrowded classrooms, pre-established content with rigid learning objectives that inhibit questioning, and institutional roles that reinforce the teacher's authority while relegating students to passive recipients (Yıldırım & Uzun, 2021, p. 145).

In his 2006 paper, Lefstein challenges the idealistic views of proponents of pedagogic dialogue, advocating for a more practical approach. He underscores the unequal distribution of power dynamics within schools, pointing out that teachers regulate students' behaviors, assign tasks, and evaluate their performance. Lefstein also highlights the compulsory nature of education, where student attendance is mandatory, and contractual and legal obligations bind teachers. Given these constraints, he questions the feasibility of teachers completely breaking away from their traditional roles. Despite these challenges, Lefstein acknowledges the progress of dialogic pedagogy, driven by educators dedicated to improving interactive classroom experiences for students. Thus, while acknowledging the hurdles, he suggests that there is ongoing momentum toward integrating dialogic teaching strategies into classrooms (Lyle, 2008, p. 228).

Despite extensive efforts to improve classroom practices, Reznitskaya and Wilkinson (2015) mentioned that the outcomes could have been better in a carefully devised study involving teacher participation in video-recorded reflections and planning sessions. The study revealed minimal changes in teachers' communication patterns, suggesting that attempts to alter teacher-student interaction were largely ineffective. This challenge in enhancing classroom instruction is not isolated to this study; it is mirrored in various research findings indicating that conventional teacher methods still need to be revised despite promoting new educational objectives prioritizing student autonomy and critical thinking. Instead of encouraging student involvement in debates and addressing complex issues, teachers often maintain authority in classroom conversations, avoid controversial topics, and expect students to repeat others' ideas rather than fostering independent thought (Reznitskaya & Wilkinson, 2015a, p. 220).

Garcia-Carrion et al. (2020) found that students face challenges participating in meaningful classroom discussions because they are accustomed to traditional teaching

methods such as IRE and IRF, which restrict interaction and heavily involve teacher guidance. They provided that to engage effectively in group activities; students must grasp the importance of collaborative dialogue and understand the new rules for classroom discussions. Despite research backing the effectiveness of group work in education, it is often overlooked in many classrooms (García-Carrión et al., 2020, p. 8). Brindley et al. (2016) also mentioned that despite recognizing the importance of dialogue, research spanning the past two decades indicates that monologic teaching methods continue to dominate classroom communication, especially amidst movements towards standardization. Consequently, transitioning towards a more dialogic communication structure within classrooms poses notable challenges (Brindley et al., 2016, p. 2). Likewise, Koichu et al. (2022) highlighted that the challenges of implementing dialogic pedagogy persist despite its acknowledged advantages. They added that although reasoning, collaboration, and dialogue are valued as essential skills, their application encounters obstacles within institutional, pedagogical, and ideological contexts. Institutional barriers such as time constraints, group management difficulties, and assessment issues hinder progress. Pedagogical hurdles include the need to facilitate collaborative knowledge-building, potentially challenging teacher authority, and necessitating the adoption of new instructional methods. Ideological challenges involve promoting inclusivity and acceptance of diverse perspectives in the classroom. Additionally, they state that the traditional structure of schooling organized around disciplinary boundaries presents a notable challenge. Each subject area emphasizes adherence to disciplinary norms, often at the expense of dialogic approaches. This issue is particularly prominent in mathematics and science education at the secondary level (Koichu et al., 2022, pp. 2–3). Similarly, Yarden and Zafrani (2022) contend that resistance to dialogic argumentation among educators may arise from conflict with established norms, risking individual and institutional credibility. They identify three institutional logics that obstruct the implementation of dialogic practices, leading instead to reliance on direct instruction focused on factual content and terminology(Zafrani & Yarden, 2022).

- **The Challenges of Excessive Dialogism in Decision-Making**

When not appropriately managed, an excessive emphasis on dialogism can lead to specific adverse consequences; this was highlighted by Shirkhanni et al. (2015), stating that excessive dialogism can give rise to many differing viewpoints and perspectives. This abundance of opinions may complicate the process of decision-making and the implementation of actions. They explained that when numerous voices and perspectives exist without a clear sense of direction or consensus, it can result in inaction or stagnation regarding decision-making and the execution of plans. As a result, they added that an overemphasis on dialogism could promote relativism, where all viewpoints are regarded as equally valid; in some cases, it can lead to skepticism or doubt regarding the significance of any particular viewpoint. They concluded that unregulated dialogism may inadvertently justify oppressive or unfair practices in educational contexts if a critical examination of diverse perspectives does not occur (Shirkhani et al., 2015, p. 514).

- **The Issue of Balancing Authority and Dialogue in the Classroom for Effective Learning**

Effective dialogism involves establishing meaningful connections with others and identifying common ground where mutual agreement can be achieved. In a classroom setting,

a balance exists between authoritative voices (monologists) and the dynamics of dialogism. A thriving educational environment encourages active participation by students, creating a conducive atmosphere for the flourishing of dialogism. However, it is essential to note that a teacher's inflexibility or rigidity can deter students from engaging in interactive conversations and communication. Hence, a desirable classroom strikes a harmonious balance between authority and open dialogue, thus fostering an engaging and productive learning milieu (Shirkhani et al., 2015, p. 514). Yildirim and Uzun (2021) pointed out that the prevalence of teacher-centered communication over student participation has been identified as a barrier to fostering meaningful dialogue and collaborative meaning-making in the classroom. In addition, they stated that teachers often grapple with the conflicting principles proposed by various sources, complicating the consistent application of dialogic teaching in their classrooms (Yıldırım & Uzun, 2021, p. 145).

Sedlacek and Sedova (2017) provided an example of an analysis of intervention studies that promoted dialogic teaching practices among teachers. These studies involved educators participating in training programs where their teaching sessions were recorded and evaluated to determine changes in dialogic teaching components. While some interventions succeeded in increasing student engagement and fostering richer discussions, it was observed that not all students demonstrated similar shifts in their participation levels. This finding holds significance as dialogic teaching emphasizes inclusive participation, aiming for all students to contribute to classroom discussions actively. However, the studies revealed that participation levels varied among students, with some being more vocal while others remaining passive; this prompts consideration regarding the impact of dialogic teaching on altering student participation dynamics. Specifically, it raises questions about whether these interventions amplify the involvement of already outspoken students or effectively provide equitable opportunities for all students to participate in discourse (Sedlacek & Sedova, 2017, p. 101). Some indications are that fostering collective engagement in dialogic teaching poses considerable challenges. Scholars like Sedove et al. (2012) and Helgevold (2016) have highlighted teachers' perceptions of varying student attributes, particularly cognitive prowess, and motivational levels, as hindrances to establishing comprehensive whole-class dialogues. Drawing from extensive fieldwork comprising classroom observations and teacher interviews, Lefstein and Snell (2014) argue that educators tend to perceive student capabilities as static. They contend that only intellectually adept and articulate students are perceived as capable of effectively participating in and deriving benefits from intellectually stimulating dialogic teaching and learning paradigms (Sedlacek & Sedova, 2017, p. 101). Students may engage more actively and effectively in educational settings by employing dialogic teaching than their peers. This variance in participation levels can lead to unequal learning experiences among students, exacerbating pre-existing disparities. The notion of exclusivity in participation potentially threatens the fairness and efficacy of dialogic teaching approaches. Thus, it underscores the significance of investigating and remedying this issue in educational research and practical implementation (Sedlacek & Sedova, 2017, p. 101). Reznetskaya and Gregory (2013) propose that traditional roles typically assigned to the teacher and more advanced students are redistributed among all group members in a dialogic classroom setting. This redistribution occurs as students observe, practice, and gradually incorporate new communication and cognitive approaches. As specific speech patterns or

behaviors become evident in the class, the likelihood of their recurrence grows. Their theory outlines a feedback loop: as some students engage constructively, others are inclined to follow (Jordan & Babrow, 2013).

The study of (Rajala et al., 2016) examined how teachers navigate student agency within the framework of dialogic teaching, mainly when students express opposition or resistance to the teacher's pedagogical agenda. The study aims to explore moments where students challenge the teacher or the instructional activities, viewing such opposition not as a deficit but as an opportunity for educational growth. Rather than framing student opposition as a sign of failure to conform, the study suggests it should be viewed as a potential catalyst for developing student agency and fostering more meaningful educational practices. The analysis focuses on the intricacies of classroom interactions and how the balance between student agency and teacher control is negotiated in real-time. Additionally, they mentioned that even in supposedly progressive educational settings, students may still be influenced to align with the desires of teachers and curriculum designers, potentially limiting their proper agency (Rajala et al., 2016, p. 3). In Dunn's (2018) study, the sample teachers often encounter challenges when introducing student-led discussions in their classes. These challenges stem from conflicting authoritative sources, such as educational standards, curriculum objectives, and expectations set by university professors or mentor teachers. The teacher discussed in the study found it difficult to harmonize these external demands with her own aspiration for meaningful classroom dialogues. She felt torn between adhering to standardized accountability measures and fostering the organic conversations she envisioned. Despite her desire to promote student engagement, the teacher faced logistical hurdles in managing a large class size and steering discussions effectively. She harbored doubts about the feasibility of realizing her ideal conversational dynamics within the confines of a traditional classroom environment. This internal conflict between her vision for discussions and the practical realities of teaching remained unresolved, leaving her with more questions than solutions for navigating these complexities (Dunn, 2018, p. 138).

- **Curriculum Restraints**

Sedeva et al. (2017) findings pointed to constraints imposed by the curriculum, teacher skills, a deficiency in argumentation, and issues related to semantic clarity, all of which hindered the successful implementation of dialogic teaching. Furthermore, open-ended lesson plans proved daunting for teachers who need to respond to unanticipated student contributions (Sedova, 2017). In addition, Yildirim and Uzun (2021) declared that the integration of dialogic teaching is hindered by external pressures, including standardized testing, stringent discipline, and the rush to cover curriculum content dictated by national guidelines. Also, the scarcity of engaging and thought-provoking activities that stimulate student reasoning can impede the development of substantive dialogues and discussions within the classroom (Yıldırım & Uzun, 2021, p. 145). Similarly, Lyle (2008) proclaimed that the widespread implementation of national curricula in many countries means that teachers primarily focus on covering the prescribed curriculum content. Consequently, strict schedules and curriculum-driven demands often leave teachers feeling limited in their ability to envision how they can incorporate dialogic communication into their daily classroom routines (Lyle, 2008, p. 228).

Shaari et al. (2018) stated that the challenges encountered when integrating dialogic teaching and learning approaches in educational settings primarily stemmed from students' need for more familiarity with active engagement in dialogue. Various factors contribute to this unfamiliarity, including limited exposure to such methods during early schooling and a predominant emphasis on lectures and exams at the university level; this, according to them, underscores the necessity for educational institutions to align their objectives and strategies to foster the development of advanced cognitive and practical skills in students; this raises questions about whether current teaching methodologies effectively incorporate activities that foster critical thinking and efficacy, and whether students are adequately prepared for the transition from school to university and eventually the workforce (Shaari et al., 2018, p. 13).

1.3.11. The Necessity for Teacher training and professional development

As educators committed to ongoing development, teachers should actively explore their teaching practices or participate in structured professional development opportunities. The educator is responsible for creating favorable circumstances for students to actively participate in oral and written discussions related to the curriculum subjects; many studies recommend that teachers undergo training in dialogical teaching. We will cite some of the main findings organized chronologically depending on the year of publication.

Corden (2009): Corden's insights from 2009 suggest that teachers typically undergo training rooted in conventional, transmission-oriented pedagogical models. Consequently, they may need more preparation or instruction in applying dialogic teaching methodologies. Despite the anticipation for teachers to integrate dialogic practices into their teaching strategies, the absence of requisite guidance and instruction poses a hindrance, rendering adopting these methods arduous for educators (Šeďová et al., 2014, p. 14).

Reznitskaya (2012): Reznitskaya's study from 2012 provided that teachers, despite their best intentions, may only sometimes recognize ineffective practices. To foster meaningful changes in classroom dynamics, educators should reflect on their interactions with students, explore new methods, pinpoint disparities between their objectives and actual practices, and continuously review their grasp of effective teaching strategies. The ultimate aim is to transition towards more interactive teaching methods, where students actively engage with complex subjects and are prompted to express, analyze, expand upon, and refine their own ideas. This transformation is essential for equipping students to address society's challenges, ensuring that classrooms become vibrant environments conducive to critical thinking and substantive discussions (Reznitskaya, 2012, pp. 454–455).

Kennedy (2013): Kennedy in 2013 quoted that: "It takes a thoughtful teacher to set up the environment, to identify, model, and Coach, not just its reasoning moose, but its group rules and practices, to help it stay on track and focused, and to work to provide just enough structure not more and not less for its inherent structure to emerge... The teacher must learn by paying careful and thorough attention to what children are saying to recognize the reasoning moves in everyday language and to feed that recognition back to her students" (Kennedy, 2013).

Caughlan et al. (2013): The study of Caughlan et al. (2013) implies that successful teaching for comprehension necessitates teachers and students engaging in intricate practices that integrate communication and cognition. A growing consensus highlights vital components of quality professional development for promoting dialogic instruction in literacy classrooms: duration, collaboration, practice-based learning, and coherence with shared objectives. The research emphasizes the effectiveness of teacher learning when firmly grounded in the specific contexts of classrooms, and modern technologies facilitate this approach across diverse educational settings. Collaborative efforts among teachers, as they construct a repertoire of impactful practices and learn from one another, enable the effective implementation of dialogic instruction right from the beginning of their teaching careers (Caughlan et al., 2013, p. 220).

Sedova (2014): The study of (Šeďová et al., 2014) aims to share the preliminary findings of an action research initiative focused on integrating dialogic teaching principles into lower secondary school education. Through comprehensive data collection in the project's initial phase, this paper presents the initial analytical results. The findings suggest that teachers who participated in a professional development program showcased positive adjustments in their interactions with students, gravitating towards a more dialogic approach. The study highlights that these adjustments primarily manifested in teachers adopting more open-ended and intellectually challenging questioning techniques. Consequently, students responded with more extensive answers, alongside an uptick in student-initiated communication. The researchers noted a clear correlation between shifts in teacher communication styles and corresponding changes in student interaction patterns (Šeďová et al., 2014, pp. 37–38). The study's findings indicated that teachers implemented dialogic techniques more effectively following the teacher development program; this, in turn, led to an increase in student engagement within the classroom and an enhancement in the quality of student discussions in terms of their ability to reason, engage in meaningful conversations, and exhibit thoughtful involvement. The study shows the potential for improving student engagement and active participation in classroom discussions by refining teacher communication strategies. It emphasizes the significance of ongoing professional development for educators in fostering effective teaching methodologies (Šeďová et al., 2014, pp. 37–38).

Reznitskaya & Wilkinson (2015): Reznitskaya & Wilkinson, 2015 crafted a professional development initiative to aid teachers in improving their interactions with students by promoting a more dialogic approach; this involves advocating for inquiry dialogue; the professional development program seeks to instill this shift in perspective among both teachers and students to foster more productive dialogue and enriched learning experiences within the classroom (Reznitskaya & Wilkinson, 2015a, p. 221). Their research highlights a classroom dynamic where discussions are steered by open-ended, debatable questions, promoting student-driven dialogue. Here, the teacher relinquishes control, enabling active student participation through questioning, peer selection, and evaluation of responses. Students provide detailed justifications for their perspectives, citing evidence from provided materials—the teacher's role shifts from directing students' thoughts to fostering their reasoning abilities. Rather than offering solutions, the teacher intervenes to guide and bolster students' reasoning processes. This approach underscores the importance of teachers adeptly

intervening procedurally while taking a more modest stance in content delivery. It underscores the necessity for teachers to grasp the nuances of effective argumentation, utilizing this understanding to engage with students' evolving arguments during discussions adeptly; this demands a sharp focus on discussion content and the ability to swiftly analyze it (Reznitskaya & Wilkinson, 2015a, p. 223). They added that conventional single-session workshops have shown limited efficacy in fostering enduring shifts in teaching approaches. Instead, successful professional development programs should be rooted in teachers' everyday encounters, be thorough and continuous, encourage teamwork among educators, and provide comprehensive theoretical and practical insights into teaching and learning (Reznitskaya & Wilkinson, 2015a, p. 224). Reznitskaya and Wilkinson's (2015) research findings highlight several crucial elements for effective professional development in dialogic teaching. Firstly, professional development initiatives should embody dialogic teaching principles, offering educators ample opportunities to engage in inquiry dialogue. Secondly, teachers should have multiple occasions to reflect on their discourse practices, utilizing tools such as video analysis and discussion transcripts. Additionally, teaching discourse strategies aimed at fostering argumentation should be integrated with evaluating argument quality. Furthermore, instructional activities should be grounded in authentic contexts, progressing from comprehensive activities to specific components. For example, planning sessions facilitate learning about pre- and post-discussion activities, while inquiry dialogue serves as a framework for understanding various aspects of constructing an argument. Lastly, connections to educational standards and curriculum content must be evident to ensure alignment with teachers' roles and educational objectives (Reznitskaya & Wilkinson, 2015a, p. 228).

McElhone (2015): The research of McElhone (2015) indicates that the most effective Professional Development (PD) strategies are those that use practical tools to address immediate problems while also encouraging unplanned, lively text-based discussions highlighting the essential role of ongoing evaluation and adjustments in PD programs to ensure that these tools serve their intended purpose without becoming restrictive habits that impede educational objectives (McElhone, 2015, p. 169). The research contends that focusing on effectiveness rather than efficiency in teacher professional development (PD) can have wide-reaching and significant effects. Rather than adopting generic techniques such as preset dialogue tactics, it is more advantageous to dedicate time to customize approaches that address the distinct needs of each teacher. Take the example of teacher Barbara, whom we mentioned earlier, observed in the study of McElhone (2015), whose method of engaging students in collective idea development drew praise from peers and school leaders alike. Her successful practices shaped the school's educational objectives and motivated other educators to implement similar methods (McElhone, 2015, p. 170). McElhone's (2015) study's favorable results underscore the importance of providing teachers with a nurturing environment that supports experimenting and honing their dialogic teaching skills, even under complex and challenging conditions. This approach is crucial for seamlessly integrating new instructional attitudes with actionable classroom strategies. Despite potential doubts about the scalability of such detailed and personalized professional development programs, the enduring advantages of these methods validate their effectiveness (McElhone, 2015, pp. 169–170).

Hanneda et al. (2017): Hanneda et al.'s (2017) paper examines a particular facet of instructional coaching within the critical sociocultural framework, centering on the dynamics between a singular teacher and coach. Although the exploration is limited in its focus, the analysis aptly demonstrates the indispensable interactional competencies required for this instructional coaching methodology. Additionally, the paper underscores how critical sociocultural instructional coaching is in enabling teachers to exercise influence and take charge of their teaching methods, even operating within restricted instructional settings (Haneda et al., 2017, p. 16).

Alles et al. (2017): Alles et al.'s (2017) study implies that the central objective of teacher professional development initiatives is to aid educators in refining their instructional approaches. These programs typically aim to modernize teachers' skills acquired during their initial training and bolster their professional expertise and abilities to address changing needs and roles (Alles et al., 2017, p. 11). They added that effective conversations among educators should encourage a critical assessment of teaching methods, enabling teachers to collectively investigate ways to improve their instructional abilities and provide mutual support as they adapt their teaching practices. Results indicate that teacher-learning communities may progress from initial stages of involvement to become deeply engaged communities where teachers and facilitators are dedicated to each other's professional growth and development (Alles et al., 2017, p. 13).

Sowey (2018): Sowey's (2018) study highlighted that to foster the success of dialogic argumentation in classrooms, teachers require more extensive training that surpasses casual attention. It involves delving into what Cam categorizes as the distinctive features of teaching for critical thinking, encompassing interference, justificatory reason-giving, reasoned judgment, clarification, distinction-making, definition, and the utilization of conceptual criteria. Teachers can exert a substantial influence by mastering strategic facilitation techniques that aid students' cognitive processes during classroom discussions. The exploration extends to the potential of professional development programs, aiming to enhance teachers' adeptness with Thinking Tools and cultivating students' proficiency in dialogic arguments. This consideration applies broadly to both university education courses tailored for pre-service teachers and continuous professional development initiatives targeting practicing educators across primary and secondary levels. The emphasis lies on any professional learning environment dedicated to advancing dialogic teaching, whether in philosophy or any subject area conducive to dialogic argumentation (Sowey, 2018, p. 57).

Dunn (2018): Dunn's (2018) research promoted bridging the gap between traditional methods and dialogic principles by devising strategies within teacher training programs to help educators navigate the diverse array of perspectives they encounter (Dunn, 2018, pp. 141–143). Additionally, the research points out that becoming a dialogic teacher goes beyond simply adopting predefined strategies or taking on a specific attitude. It entails crafting and refining strategies and attitudes while considering how they interact with established ideas about teaching. For example, when new teachers integrate dialogic methods, they may struggle between upholding their authority in class and fostering an atmosphere that fosters student engagement, thus disrupting conventional teacher-student relationships (Dunn, 2018, p. 143). A teacher in Dunn's (2018) emailed the researcher reflecting on her journey toward integrating dialogic teaching methods, underscoring several crucial factors. Firstly, she

stresses the need for a supportive environment where she can openly discuss and tackle the obstacles she encounters. Secondly, she highlights the importance of embracing uncertainty and recognizing that having all the answers is not always feasible. Thirdly, engaging in conversations about conflicting viewpoints on teaching helps ease her concerns about classroom dynamics. The teacher's experience highlights the likelihood of facing challenges when implementing dialogic teaching approaches, which has implications for teacher training. Teacher education programs should offer platforms for educators to navigate conflicting perspectives and uncertainties in their teaching methods. Moreover, educators should seek input from teachers to gain deeper insights into dialogic teaching practices and collaborate on overcoming obstacles to foster growth as dialogic educators (Dunn, 2018, p. 144).

Osborne (2019): Osborne et al.'s more extensive study in 2019 involved the design of a teacher professional development program focused on enhancing elementary teachers' proficiency in engaging students in scientific argumentation. Data were collected for four years, with the final data collection occurring one year after the program's completion. The study unveiled an initial surge in implementing dialogic teaching practices during the first year of teachers' participation in the program. Nevertheless, the pace of change slowed over time. When the teachers were assessed one year after finishing the program, the indicators had declined compared to during the program but still exceeded pre-program levels; researchers concluded that maintaining changes in teaching practices can pose challenges. Newly acquired teaching skills may fade without ongoing opportunities for training and support (Sedova, 2021, p. 39).

Vasalampi et al. (2021): The study of Vasalampi et al. (2021) primarily focuses on evaluating the impact of a teacher professional development program centered on dialogic teaching. The objective is to examine how changes in teachers' dialogic teaching practices influence classroom engagement. An external observer assessed alterations in teacher-student interactions, considering dialogical practices and baseline lessons. Additionally, pupils' behavior and engagement were self-rated before and after participating in the professional development program. The findings indicate an enhancement in observed teacher-student interaction patterns and increased classroom engagement when teachers implemented dialogical practices. However, changes in pupils' self-ratings of engagement varied based on the dimension under consideration. The observational analysis demonstrated improved classroom engagement among pupils following exposure to dialogic teaching principles, suggesting a positive impact of the professional development program. Similarly, the study underscores the effectiveness of reflective workshops, discussions, and video recordings in aiding teachers in adopting more interactive and engaging instructional methods. It emphasizes the vital role of teachers' encouragement in fostering engagement in productive educational dialogue. Furthermore, the study highlights the necessity for evidence-based information and guidance on maintaining effective dialogues in the classroom, as teachers may need more awareness and skills in implementing educational dialogue practices. The study cautiously suggests that the professional development program has successfully enhanced teachers' sensitivity to and skills in dialogic interaction, leading to active and sustained engagement among pupils (Vasalampi et al., 2021, p. 6).

Sedova (2021): The study Sedova. (2021) underscores the value of teacher professional development as an effective strategy for introducing and sustaining dialogic teaching in classrooms, even in the long run. This finding holds significance because teacher professional development programs, particularly those characterized by extensive collaboration between teachers and educators, involving activities like video recording and reflective discussions, impose substantial demands in terms of resources, time, and effort on teachers and their educators. Additionally, the research emphasizes the necessity of granting teachers the flexibility to adjust and reinterpret the concept and instructional tools associated with dialogic teaching during the appropriation process; this involves not only allowing teachers to learn and experiment with these tools in their teaching environments but also adopting a sensitive and discerning approach when assessing whether teachers have effectively applied the support they received (Sedova, 2021, p. 53).

The research cited previously concerns teacher professional development programs in dialogic teaching and accentuates the importance of teacher training in applying dialogic strategies since more is required than knowing and learning about these strategies.

1.4. Conclusion

This chapter has explored the significant shift from traditional, monologic approaches to literature education towards more dynamic, dialogic methodologies. By analyzing the evolution of pedagogical practices and the consequential shifts in educational paradigms, it becomes evident that dialogic teaching offers substantial benefits for enhancing student engagement, fostering more profound understanding, and promoting critical thinking within literature studies. The adoption of dialogic pedagogy represents both a challenge and a vital opportunity. While the transition involves rethinking the traditional roles of teachers and students, restructuring the curriculum, and overcoming institutional inertia, the potential to transform educational outcomes is profound. Dialogic teaching not only aligns with global educational trends but also addresses students' specific linguistic and cultural needs, facilitating a more engaging and reflective learning environment. However, as this chapter has highlighted, the successful implementation of dialogic teaching methods is contingent upon several factors. These include the provision of adequate teacher training, the development of supportive educational policies, and a shift in cultural perceptions about teaching and learning. Professional development programs must be enhanced to equip educators with the necessary skills to foster genuine dialogues and encourage open, critical discussions among students.

Conforming with the rules of Bakhtin's dialogic perspectives, learners develop expressive utterances as responses to text. As a result, they provide arguments that if students are not proficient enough in articulating their positions, dialogism would be pointless at this stage. The interaction with the text enables them to self-direct learning and construct new meanings by creating new texts; this necessitates learners to actualize their intellectual and personal capacities, emphasizing metacognitive awareness; the strategical explanation of this process is further explained in the following chapter.

Chapter Two

Transforming EFL Literature Pedagogy: Insights into Dialogic Literary Argumentation and Metacognition

2.1. Introduction

Education is a dynamic field that continually evolves to meet learners' cognitive and social demands. This chapter begins by exploring argumentation, which has evolved significantly to form the backbone of modern educational discourse. It serves not only as a method of debate but as a profound educational tool to enhance students' reasoning and decision-making capabilities. The exploration of argumentation's evolution provides insight into its pivotal role in shaping educational practices that encourage active learning and critical engagement. Building on the argumentation framework, this chapter moves to dialogic literary argumentation. This approach leverages literature as a medium to foster students' ability to argue and reflect critically, not just on the texts themselves but on the broader societal issues these texts address, providing essential elements that would be used as references in this research's practical part. Moreover, the chapter examines metacognition—or thinking about thinking— which is crucial to this research's outcomes. It involves students' awareness of their learning processes and their ability to regulate them to optimize learning. This chapter presents these intertwined strategies by examining their intersection to demonstrate their collective impact on enhancing student learning. It also provides educators with robust tools to facilitate deeper engagement and understanding, setting the floor for practically examining their integration.

2.2. Argumentation

Before digging deep into dialogic literary argumentation, it is necessary to start tracing the origins of argumentation. The historical origins and theoretical framework of argumentation come from Aristotle's rhetoric theory. Aristotle proposed that arguments revolve around a central thesis or problem, with propositions serving as tools for resolution. Argumentation is portrayed as a collective discourse where individuals collaborate to tackle issues and aim for consensus. Van Eemeren et al. (2013) characterize argumentation as an oral exchange, underscoring its social dimension and reliance on reasoning abilities. It emerges when individuals hold differing viewpoints on specific topics, prompting the exchange of ideas and perspectives. Walton (2006) delves deeper into the reasoning process, highlighting its iterative nature akin to a chain of interconnected links. Argumentation encompasses analytical reasoning and interpersonal communication, as diverse viewpoints are shared within a shared space. These perspectives are substantiated by scientific evidence, facilitating a collaborative endeavor toward mutual understanding or agreement (Yıldız-Feyzioğlu & Kıran, 2022, p. 2). Argumentation encompasses verbal, social, and rational activities where propositions are presented to support a viewpoint to persuade a reasonable critic of its validity. Both the process and result of argumentation hold importance. The level of student engagement in classroom discussions is associated with the occurrence of arguments in their conversations. Acknowledging argumentation as a social endeavor emphasizes the role of the social environment in nurturing argumentative skills (Švaříček, 2020, p. 145). Teachers who emphasize the development of argumentation abilities in their students typically yield more favorable learning results than those who solely concentrate on imparting subject matter. In many educational settings in Algerian education, students are reluctant to provide their opinions, and even if they do, they do not know how to present their

perspectives. By participating in argumentation, students hone crucial skills like critiquing, evaluating, reasoning, and advocating for their perspectives, which are vital components of community dialogue. This practice deepens comprehension, enriches knowledge complexity, and enhances students' grasp of the curriculum's conceptual aspects. Moreover, the capacity for critical argumentation is considered essential for students to comprehensively understand and scrutinize textual information (Švaříček, 2020, p. 145). One of the prominent works in developing argumentation skills is Stephen Toulmin's work "The Uses of Argument," which will be referenced in this research as the essential skills students need to improve before interfering in any approach to dialogic teaching. His work presents a framework for constructing arguments, emphasizing the interconnectedness of its components. Toulmin identifies three essential elements: the claim, data, and warrant. The claim articulates the viewpoint or conclusion, supported by data that forms the argument's foundation. The warrant functions as the bridge between the claim and the data, establishing their relationship. Additionally, Toulmin introduces backing to strengthen the data's validity and reinforce the claim's connection. Qualifiers provide context regarding the accuracy of the claims, offering insight into their reliability. Rebuttals address opposing viewpoints by presenting evidence and reasoning to counter them. Toulmin recognizes that not all arguments include backing, qualifiers, and rebuttals, especially in more straightforward cases. Arguments encompassing all these components are termed "open arguments "(Yıldız-Feyzioğlu & Kıran, 2022, pp. 2–3). Simply instructing students in effective argumentation is inadequate; they must also nurture intellectual principles and attitudes that form the foundation for such abilities. This process involves grasping the essence of what defines an argument and acknowledging its intrinsic influence (Kuhn & Crowell, 2011, p. 552). The previous statement implies that knowing the strategies for argumentation must be supported by resonating and adequate decision-making in classroom settings.

2.2.1. Exploring the Dynamics of Discourse and Decision-Making in Education and Beyond

Argumentation is an integral part of everyday communication, serving multiple functions such as persuasion, negotiation, and conflict resolution; argumentation plays a pivotal role in nurturing critical thinking and comprehension of complex subjects, establishing itself as a fundamental cognitive ability crucial for modern citizens; this is why we strive to teach our students how to argument, especially in the context of Algerian Society, where sadly the art of argumentation is a little bit underestimated. The capacity to produce and assess arguments is increasingly acknowledged as indispensable for practical, logical reasoning, given that argumentation entails dialogue where individuals can explore various perspectives and potentially alter their viewpoints; in teaching students in an EFL setting, we noticed that they provide random answers due to the lack of proficiency in argumentation which leads to no logical reasoning. This notion corresponds with Hymes's (1972) and Bashman's (1990) concept of communicative competence, which underscores the interactive application of language within meaningful contexts. Thus, argumentation skills are deeply intertwined with the practical utilization of language in interpersonal communication among learners (Casallas & Castellanos, 2016, p. 113). Argumentation skills, which involve using language effectively for communication, are strongly connected to

advanced cognitive skills like conceptual change and nonverbal reasoning, leading to better educational outcomes. While effective communication can be achieved without employing argumentation, it would not be as convincing and compelling; it is proposed that argumentation should be seen as a dynamic process where differing or similar viewpoints converge. Moreover, argumentation serves as a platform through which individuals showcase their ability to apply acquired knowledge in communication effectively (Casallas & Castellanos, 2016, pp. 112–113).

Argument-based teaching revolves around using argumentation as a central educational method. Argumentation is viewed from three angles: theoretical, focusing on language use for persuasion; dialectical, emphasizing collaborative decision-making; and logical, concerned with argument validity standards. Students frequently encounter difficulties with argumentation in classrooms because they struggle to comprehend its objectives and norms; when students were first introduced to the concepts of argumentation in this research, they stated that they had never heard of what is a warrant, how would we expect the classroom to be dialogic and dynamic, if the students do not know the essential Elements of Effective argumentation. Despite argumentation being a crucial component of scientific literacy, students find it challenging to effectively identify and utilize evidence and provide justifications for their arguments. Researchers attribute these challenges to students' inadequate understanding of the purposes and standards of argumentation. Hence, there is a pressing need to devise and implement instructional aids to enhance students' comprehension of argumentation. The study of Jin and Kim (2021) introduces argument-forced metacognitive scaffolds and examines their instructional value in elementary science education. It aims to determine whether and how these scaffolds assist students in argumentation, particularly by enhancing their understanding of argumentation objectives and norms (Jin & Kim, 2021, pp. 1–2). Jin and Kim (2021) view argumentation as a collaborative process within classroom dynamics, involving constructing, refining, and evaluating arguments containing claims, evidence, and justifications. They proclaimed that while scientific argumentation in its different forms can enhance cognitive and metacognitive skills, communication abilities, and critical thinking, not all variations succeed in fostering a thorough grasp of scientific principles and practices (Jin & Kim, 2021, pp. 2–3). The Proclamation above provides that the effective implementation of argumentation in classrooms highly depends on many perspectives, as we cannot reply on one point and neglect the other.

In classrooms, argument-based teaching can manifest in various ways, like group discussions where teachers offer minimal guidance, teacher-led whole-class discussions, or structured/unstructured one-on-one debates (Rapanta & Cascalheira, 2020, pp. 689–690). Despite widespread examination from diverse fields, no unified theory governing argumentation remains. Each discipline applies its own standards and viewpoints, resulting in divergent definitions and analyses. For instance, arguments in teaching literature in Algerian universities are based on deductive reasoning and logical reflection on literary theories as well as cultural backgrounds. This variation also extends to conceptualizing argumentation, considering factors like its developmental process, social context, and mode of expression. Such disparities pose challenges for psychological analysis and underscore the intricate nature of understanding argumentation (Garcia-Mila & Andersen, 2007, p. 31). Employing

argumentation outlines and peer evaluation proves beneficial in boosting learners' understanding and proficiency in participating in argumentation activities. Furthermore, unbiased assessment, free from external factors, emerges as a valuable asset in enhancing individual and group learning and encouraging learners to reflect on their performance and cultivate a sense of independence (Casallas & Castellanos, 2016, p. 111). In the study of Casallas and Castellanos. (2016), learners showed the capacity to assume control over their learning journey by autonomously recognizing areas of difficulty and creating plans to overcome them. Additionally, they collaborated with peers, exchanging ideas to refine their plans and determine the most effective approach to completing tasks. These observations were supported by the researchers claiming the rise of self-directed learning among the learners, marked by individuals taking the lead in diagnosing their learning needs, setting goals, identifying resources, implementing strategies, and evaluating results. This type of learning cultivates learner agency, which denotes individuals' ability to make significant decisions and take decisive action. Ultimately, the learners in their study demonstrated independence within the social structures that influenced their learning environment (Casallas & Castellanos, 2016, p. 120). We strive to achieve such results by teaching literature at the level of EFL higher education. At the same time, most studies in this area were conducted on children and Adolescents; the spectrum of argumentation is much more effective when applied to adult learners.

2.2.2. Argumentation: Cognitive Foundations, Educational Practices, and Applied Dimensions

Effective argumentation involves asserting one's own claims and acknowledging and responding to opposing viewpoints, a practice known as counter-argumentation. Scholars such as Toulmin and Walton stress the significance of actively engaging with opponents' positions, aiming to secure commitments supporting one's own argument while scrutinizing the weaknesses in the opposing stance. However, adolescents often concentrate solely on presenting their own assertions, disregarding the perspectives of their adversaries. In classroom settings, we often observe that each student provides his/ her claim and steps back, neither listening nor considering what is coming next on what is built on their arguments. The intervention of Crowell and Kuhn (2014) seeks to instill an awareness of opposing viewpoints and improve the capacity to critique them, thereby fostering counter-argumentation. In various contexts, including work teams, failing to engage with diverse ideas and negotiate disagreements effectively can impede reaching resolutions or fostering innovation (Crowell & Kuhn, 2014, pp. 361–365). In their research, Garcia-Mila and Andersen (2007) raised whether solitary contemplation qualifies as an argument or necessitates a dialogue between conflicting parties. Moreover, it presents four methodological principles—externalization, socialization, functionalization, and dialectification—for analyzing argumentation. These principles offer frameworks for investigating argumentation, highlighting considerations like the outward manifestation of arguments, their social dynamics, their intended functions, and their dialectical characteristics. Collaborative argumentation is essential in determining what is logical and what is not; if the viewpoints of others do not support their argument, then it is just words that they thought of out loud.

Researchers seek to understand how students engage in classroom debates, whether alone, in small groups, or in pairs. Despite facing challenges in methodology, research suggests that students often need help addressing opposing viewpoints, instead focusing on advancing their own claims without considering alternative perspectives or counterarguments. For instance, studies involving 9-year-olds in group discussions revealed a tendency for students to prioritize advocating for their own claims rather than engaging with their peers' arguments. Similarly, an analysis of debates in a 9th-grade genetics class found that many students' claims needed to be integrated into the broader discussion. Furthermore, these studies underscore the significance of specific skills for practical argumentative reasoning, such as presenting balanced arguments and distinguishing between data and explanations to support assertions. As observed in educational and developmental literature, the absence of these skills can lead to confirmation biases; this occurs when students selectively interpret evidence to align with their existing beliefs, disregarding its validity and drawing premature conclusions without adequate evidence (Garcia-Mila & Andersen, 2007, pp. 32–33). The central idea revolves around argumentation as a visible, interactive process where participants engage in dialogue, presenting and countering arguments. Despite its standard structure, many individuals, including students and adults, struggle to participate in argumentation effectively. Effective argumentation aims to persuade opponents to support one's position while dismantling their arguments by pinpointing weaknesses. Felton and Kuhn, drawing on Walton's framework, delineate three objectives for speakers: identifying essential premises, challenging unwarranted claims made by opponents, and responding to challenges against their own arguments. What we noticed in our classrooms differs from these objectives; students provide arguments that do not consider the essential premises, listen to others, and challenge unwarranted claims. A vital aspect of this process is the ability to guide discussions using questions, critiques, and evaluative tools while collaboratively constructing arguments within the conversation. Understanding these objectives and employing suitable strategies are crucial factors in analyzing the progression of argumentative discourse. Evolution in argumentative discourse strategies can be observed from fundamental disagreement to more advanced techniques, such as presenting counterarguments and employing evaluative tools, which serve the dual purpose of highlighting weaknesses in opponents' arguments and reinforcing one's own stance (Garcia-Mila & Andersen, 2007, p. 34).

In examining dialogues between adolescents and adults on capital punishment, researchers observed that adolescents tended to neglect their audience and failed to adjust their discourse accordingly. In contrast, adults were more inclined to utilize counterarguments and tactics to undermine opposing viewpoints; this is a more supportive fact of our need to develop argumentation skills in higher education. Effective argumentation involves presenting well-founded claims, counterarguments, and rebuttals, which requires aligning various theories with evidence to determine the most suitable justification. This aspect applies not only to formal debates but also to written argumentative texts and individual verbal discussions; in this research, we found that even if students can articulate arguments, they face severe difficulty applying their thoughts in writing. Similarly, Haro et al. (2020) stated that undergraduate students frequently compose opinion papers and argumentative essays, requiring them to delve into research, gather evidence, and construct a coherent argument. However, many students need help crafting essays with robust

argumentation and comprehensive development. This difficulty may stem from various factors, including limited proficiency in language diversity, unfamiliarity with the essential attributes of effective argumentative essays, or struggles in applying their knowledge to writing assignments. A well-executed argumentative essay should present clear viewpoints bolstered by supporting arguments, counterarguments, and a decisive conclusion, both on a broad scale and in the finer details. On a smaller scale, essays should present individual arguments in line with Toulmin's framework for argumentation (Haro et al., 2022, p. 125).

Argumentation is somehow innate, but it should be developed during childhood and adolescence. Studies suggest that children as young as five can articulate fundamental justifications and counterarguments. According to Piaget, conflicts over actions, such as toy disputes, evolve into genuine verbal arguments by age 7 or 8 (Garcia-Mila & Andersen, 2007, pp. 34–35). To delve into the developmental aspects of argumentation, researchers explore Moshman's (1998) categorization of inference, thinking, and reasoning. Inference, the process of generating novel ideas from existing ones, operates automatically and subconsciously from an early age. Thinking, a more sophisticated form of inference, entails consciously organizing one's thoughts to achieve specific objectives, such as providing a rationale for a claim or testing a hypothesis. Reasoning, the pinnacle of cognitive functioning, arises when thinking is scrutinized based on its efficacy in meeting the thinker's objectives. According to Moshman's framework, thinking is correlated with the justification of claims, while reasoning is tied to the process of argumentation. Thinking involves the nuanced coordination of theories, evidence, and methodologies, whereas reasoning encompasses assessing multiple claims and evidence to conclude. Children begin constructing implicit theories from an early age, continuously refining them through interactions with their surroundings. However, deliberate endeavors to regulate thinking and arrive at substantiated conclusions in debates represent a more advanced developmental milestone (Garcia-Mila & Andersen, 2007, p. 36). What sets adults aside is their capability to use all elements in Moshman's framework; through their extensive prior knowledge, ingrained social norms, and well-developed reasoning, supervised with training in argumentation, especially using literature as a means, we believe we can build an extremely dynamic classroom setting.

Piaget posits that individuals achieve the capacity for logical reasoning when they reach the formal operational stage during adolescence, allowing them to introspect and assess their thoughts. At this developmental milestone, individuals should be adept at appraising the validity of propositions irrespective of their truthfulness. While adolescents typically perform better than children in tasks evaluating these skills, significant variability exists among adolescents, often falling short of their maximum potential. This variability is primarily shaped by the nature of the tasks presented (Garcia-Mila & Andersen, 2007, p. 37), especially if those tasks do not relate to their interests; this also falls under the concept of adults, if they are not interested in the input, the results would be detrimental. Also, adolescents and adults frequently disregard or misinterpret evidence challenging their preconceived notions. This inclination may lead them to selectively acknowledge data supporting their beliefs or twist information to conform to their theories. In these scenarios, it is crucial for individuals to internally reflect, carefully evaluating the consistency between the evidence they encounter, their existing theories, and the methodologies used to obtain that evidence. This approach reflects the essence of dialectical argumentation, highlighting the importance of purposefully

aligning theory, evidence, and methodology to reach sound conclusions (Garcia-Mila & Andersen, 2007, p. 37).

The ability to assess evidence and theories critically and to align them consciously falls under the metacognitive ability that involves grasping the importance of reasoning tactics and discerning between different knowledge sources. Without this awareness, individuals might meld theory and evidence into a singular view of reality. Thus, foundational cognitive and epistemological elements must be established before compelling arguments can be formed. Understanding how knowledge is justified evolves through developmental studies, indicating a shift from a simplistic to a more nuanced view of knowledge. This progression acknowledges that individuals construct knowledge, making it contextual and relative. Garcia-Mila and Anderson (2007) further explain that developmental stages—realist, absolutist, multiplist, and evaluatist—mark different levels of epistemological insight. At the evaluatist stage, individuals recognize the varying validity of opinions based on the ability to support arguments and evidence. However, this level of understanding is not universally attained, and its acquisition hinges on an individual's specific knowledge base. Adolescents and adults often lean towards a multiplist stance, where all opinions are deemed equally valid, hindering their engagement in debates due to perceived equality of viewpoints; this is primarily observed in Algerian literature higher education classrooms, when students discuss religious and cultural viewpoints, particularly those who are different from their chain of beliefs, at the end of the discussion everybody provided arguments. However, there is no objective or Point behind it; this underscores the hurdles students face in debate participation, as they may not appreciate the value of arguing when opinions are considered equally valid (Garcia-Mila & Andersen, 2007).

There are notable areas for improvement and obstacles in how researchers conceptualize, evaluate, and grasp argumentation proficiency. A consistent definition and universally accepted evaluation methods for argumentation proficiency are needed to improve the ability to analyze and compare research outcomes across various studies. When literature teachers in Algerian higher education were asked how they would assess students' arguments in the classroom, they provided that it was done through logic, but what is logic? Moreover, there exists an inadequate comprehension of the interconnections between diverse facets of argumentation proficiency and their correlation with domain-specific knowledge; the conceptualization of effective argumentation in literature classrooms is different than in Science and Mathematics, and teachers must be aware of this. Rectifying these deficiencies is paramount for both educational research and practical implementation to optimize the efficacy of argumentation instruction and knowledge attainment (Haro et al., 2022, p. 124).

Researchers commonly evaluate argumentation competence by observing students' performance in argumentative tasks or through pre- and post-tests measuring their understanding of argumentation. However, there are instances where students' theoretical knowledge only sometimes translates into effective engagement during argumentative discussions. Haro et al. (2022) highlight the importance of assessing both students' understanding and their practical application of argumentation skills during discourse (Haro et al., 2022, pp. 124–125). Furthermore, students' emotional, psychological, motivational, and social factors can significantly influence their participation in argumentative activities. Feelings like nervousness or a solid attachment to the topic can hinder or facilitate effective

argumentation. Thus, argumentation competence encompasses knowledge and behavior and students' attitudes towards argumentation, as these factors are intertwined and can impact learning outcomes in discourse activities; this is why text selection and literature classes are very significant; we highlight that this process should be done thoroughly, taking into consideration all that was mentioned previously.

When students find it challenging to apply what they have learned, it becomes essential to offer learning activities that aid in furthering their grasp of both the subject matter and their ability to argue effectively. Haro et al. (2020) suggested that collaborative argumentation is one valuable approach to achieve this. In collaborative argumentation, students collaborate to develop arguments, participating in reasoning processes and collectively exploring diverse viewpoints on a given topic. According to scholars, collaborative argumentation enriches reasoning and knowledge construction by enabling students to weigh various perspectives, pose questions, clarify doubts, and articulate their thoughts to their peers. Moreover, this collaborative method facilitates a deeper understanding of the subject matter, acquiring more structured and thorough knowledge in the respective field (Haro et al., 2022, p. 126). Weinberger and Fisher (2006) outlined four critical dimensions of argumentative discourse activities: participation, epistemic, argument, and social construction or transactivity. The participation dimension evaluates students' involvement and whether it is fair, considering both the amount and diversity of participation; in this case, the participation should be attributed equally, giving chances to all students to engage in argumentation. The volume of participation indicates the degree of learners' contribution during tasks, reflecting their engagement in knowledge building, often quantified by the amount of content generated. Diversity of participation examines if students' engagement is consistent; uniform participation fosters collaborative knowledge construction, while significant variability may lead to unproductive behaviors like social loafing (Haro et al., 2022, pp. 126–127). Weinberger and Fisher propose that reducing diversity is achievable through small group interactions, as full-class participation can pose challenges; this is why applying effective dialogic argumentation in the classroom is a massive challenge in Algerian higher education due to the excessively numbered classrooms. One different aspect to look at in terms of the effectiveness of argumentation is empowering students' eagerness to participate in tasks, fostering autonomy and higher-order thinking skills; empowering individual students' abilities in these notions might address some of the problems mentioned earlier.

2.2.3. Empowering Self-Efficacy and Critical Thinking Through Argumentation

Bandura posits that individuals are not simply products of their environment but possess the capacity to regulate their actions. Those with high self-efficacy are inclined to tackle tasks enthusiastically, invest effort, and remain resilient in adversity. They set ambitious goals, exhibit reduced fear of failure, and actively seek out innovative approaches. Conversely, individuals with low self-efficacy may opt to avoid tasks altogether and lack the drive to engage. Bandura suggests that self-efficacy plays a crucial role in shaping goal-setting behaviors and determines how individuals confront challenges (Yıldız-Feyzioğlu & Kıran, 2022, pp. 3–4). In essence, individuals with high self-efficacy display heightened

motivation to tackle tasks, persist in their endeavors, and navigate obstacles. Environments that prioritize argumentation not only stimulate interest in subject matters by encouraging individuals to explore and resolve specific issues but also instill a sense of competence and accountability for their learning (Yıldız-Feyzioğlu & Kıran, 2022, p. 4). Bandura suggests that an individual's belief in their ability to succeed, known as self-efficacy, is heavily influenced by past performance experiences. These experiences help individuals understand their intellectual capabilities better and shape their expectations for future performance. Since argumentation involves social interaction, participating in such activities encourages learners to develop practical argumentative skills, deepen their understanding of the subject matter, and become more cognizant of their cognitive abilities, thus strengthening their self-efficacy. Conversely, a lack of comprehension regarding argumentation principles and fear of making mistakes can erode self-efficacy; this is why participation in classrooms is relatively low, as mentioned earlier. Sometimes, the students have ideas but lack confidence or interest in sharing them. When individuals face opposing arguments without the confidence to defend their own positions or critically evaluate opposing viewpoints, their confidence in their argumentative skills may diminish, leading them to shy away from further engagement and effort in discussions (Yıldız-Feyzioğlu & Kıran, 2022, pp. 4–5).

Individuals can bolster their self-efficacy through various means, including observing others or having experienced mentors to emulate. Scholars underscore the significance of modeling in self-efficacy development, stressing the value of observing individuals who persist in tackling challenges or aim to construct intricate arguments (Yıldız-Feyzioğlu & Kıran, 2022, p. 5). Additionally, feedback received from peers or instructors regarding arguments presented in an argumentative setting can significantly impact self-efficacy levels; in many classrooms, feedback is perceived as a negative outcome; this is why most of our students also do not participate, fearing the kind of feedback they would receive from their peers or their teacher, classroom interaction should open the chance for students to speak openly with no judgments because, during debates, individuals' confidence in their argumentative skills is shaped by a range of factors, such as their physical and emotional reactions, their interactions with others, and the materials they use to construct arguments. When people participate in constructive group discussions, they should feel more assured in their intellectual capabilities, making them more inclined to propose, even if they perceive them as lacking strength. They also can exhibit greater readiness to adjust their proposals in response to feedback without feeling uneasy (Yıldız-Feyzioğlu & Kıran, 2022, p. 5).

Yildiz-Feyziogu and Kiran (2020) examined the concept of critical thinking, tracing its roots to Socrates, who stated that critical thinking entails delving deeply into concepts, searching for evidence, and meticulously assessing arguments before concluding their validity. They added that scholars, including Moore and Parker, observe that critical thinking empowers individuals to assess decisions and rationale using logical criteria. Ultimately, critical thinking entails a spectrum of advanced cognitive abilities geared towards evaluating, reasoning, and constructing well-informed viewpoints (Yıldız-Feyzioğlu & Kıran, 2022, p. 6). As a result, effective argumentation would not be as strong without advanced critical thinking skills, which pave the way for argumentative elements. Paul and Elder have delineated nine standards for critical thinking, encompassing clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness. These standards manifest

themselves in different facets of critical thinking. For instance, clarity pertains to the ability to articulate ideas clearly, presenting supporting and opposing evidence. Accuracy is evident when ideas are coherent and consistent with facts. Precision is exemplified by the ability to identify and address problems with concise solutions. Relevance is demonstrated by connecting ideas to a specific issue or integrating them with prior knowledge. Depth is characterized by the readiness to scrutinize one's own ideas, acknowledge the merit of others' perspectives, and contemplate them. Breadth is achieved by approaching problems from diverse angles and disciplines to enhance understanding. Logic is apparent when arguments are supported by reasoning and assessed against defined criteria. Significance is displayed by focusing on the most relevant aspects of a problem and articulating ideas accordingly. Fairness involves empathizing with others, considering their viewpoints, and being open to diverse perspectives before arriving at a conclusion. Adherence to these intellectual standards enriches critical thinking and facilitates well-informed decision-making (Elmansy, 2022). However, we believe that explicitly teaching students to follow these standards would not bring about effective outcomes; the training in using critical thinking in relation to argumentation should be followed inductively or abductively.

The connection between critical thinking skills and argumentation, particularly in the context of training future teachers, is explored in (Yıldız-Feyzioğlu & Kıran, 2022). They emphasize that critical thinking skills are crucial in effective argumentation, encompassing tasks like problem definition, hypothesis formulation, understanding inconsistencies, and evaluating source reliability. These skills are dynamic and are utilized throughout all phases of argumentation. The research emphasizes the significance of classroom discussions in nurturing critical thinking skills. It suggests that participating in learning environments centered around argumentation helps pre-service teachers cultivate critical thinking abilities by examining various ideas, assessing their coherence, and supporting or challenging them. It also proposes that engaging in research activities, such as designing studies and analyzing data, contributes to developing critical thinking skills. Furthermore, it highlights the link between self-assurance in argumentation and critical thinking. It indicates that individuals confident in their argumentative prowess are more likely to employ critical thinking skills to refine their arguments. Additionally, it suggests that feedback from peers and instructors during argumentation activities can bolster confidence and enhance critical thinking abilities. To investigate the above, they stressed the importance of integrating argumentation and critical thinking into the training of prospective teachers. It also calls attention to the need for further research into the relationship between critical thinking skills and self-confidence in argumentation (Yıldız-Feyzioğlu & Kıran, 2022, pp. 7–8). Their research primarily aims to investigate the correlation between pre-service teachers' confidence in argumentation and their critical thinking abilities. Their study is pioneering in its examination of this relationship. It uncovered significant, positive, and moderate connections between effort and confidence in argumentation self-efficacy and various facets of critical thinking, including depth, breadth, sufficiency, relevance, clarity, and logic. Their initial discovery indicates that pre-service teachers who dedicate effort to argumentation tend to enhance their arguments' depth, breadth, and sufficiency. Active participation in argumentation enables individuals to streamline their understanding by eliminating unnecessary details and encourages them to think more comprehensively about potential solutions. Additionally, possessing critical

thinking skills proves invaluable in overcoming challenges encountered during argumentation. Their subsequent finding suggests that pre-service teachers who possess confidence in their ability to argue effectively tend to demonstrate superior critical thinking, particularly in depth, breadth, and sufficiency. This confidence is reinforced by supportive feedback from peers, which cultivates a positive learning atmosphere conducive to developing self-efficacy. The outcome of their study indicates a lack of correlation between pre-service teachers' effort and confidence in argumentation and the precision and accuracy dimension of critical thinking; this suggests that some students may accept assertions without subjecting them to critical evaluation or considering scientific evidence, indicating a potential deficiency in their ability to construct arguments. Consequently, this could lead to diminished self-efficacy and impede their proficiency in applying critical thinking skills effectively (Yıldız-Feyzioğlu & Kıran, 2022, pp. 13–16). As mentioned in this chapter, self-efficacy and engagement in argumentation rely on peer feedback; engagement in collaborative argumentation is like learning to argue itself.

2.2.4. Embracing Argumentation in Dialogic Teaching Practices

"An individual constructs an argument to support a claim. The dialogic process in which two or more people debate opposing Claims can be referred to as argumentation or argumentative discourse to distinguish it from the argument as a product. Nonetheless, implicit in argument as the product is the advancement of a claim in a framework of evidence and counterclaims characteristic of argumentative discourse" (Kuhn et al.; W., 2003) (Garcia-Mila & Andersen, 2007, pp. 31–32). The quote above differentiates argument as a product and argumentative discourse as engaging in dialogue through argumentation. The capacity to engage in logical argumentation is vital for students to participate actively in a democratic society, a viewpoint supported by contemporary scholars and embedded in national educational criteria. In their research, Reznitskaya et al. (2009) show the significance of comprehending the evolution of argumentation skills and how educators can foster their acquisition. The authors' study is motivated by the conviction that students must cultivate the ability to employ reasoned argumentation to tackle intricate issues effectively. They stress that this proficiency is indispensable for democratic involvement and is enshrined in educational benchmarks. Their hypothesis draws heavily from perspectives accentuating the significance of social interaction in personal growth. They contend that conscious activity stems from external social dynamics, and as children engage in social endeavors, they assimilate psychological tools conducive to cognitive advancement (Reznitskaya et al., 2009, p. 31). In productive dialogues, participants can employ diverse argumentative strategies, such as expressing opinions, providing supporting evidence, questioning others' viewpoints, and addressing counterarguments. With repeated exposure to these discussions, individuals develop a conceptual understanding of how arguments are structured. In other words, rather than building knowledge about argumentation, engagement in dialogue automatically leads to developing argumentation skills. At the core of this schema lies a philosophical commitment to utilizing rational discourse in examining intricate topics and drawing conclusions. This dedication reflects an "evaluist" approach to epistemology, as outlined by Kuhn in 1993, which acknowledges knowledge's relative and contextual nature while acknowledging varying degrees of rationality in judgments (Reznitskaya et al., 2009, p. 32). Engaging in

dialogues promotes the formation of an abstract conceptualization of argumentative skills (Reznitskaya et al., 2009, p. 32). For instance, students enhance their ability to substantiate their assertions with reasoning by taking part in discussions in the classroom that emphasize the importance of providing justifications or by recognizing the advantages of seeking explanations from their colleagues and the teacher; in this way, they indirectly build knowledge on the underlined subject as well as the application of argumentation elements.

People construct abstract frameworks of understanding through participating in argumentative activities. These frameworks empower them to adapt their argumentative abilities across different situations and forms of communication (Reznitskaya et al., 2009, p. 38). Like visiting a new town in Europe with identical or different architecture, it prompts activating a mental template based on past sightseeing experiences. Tackling argumentation tasks should evoke cognitive and social behaviors that shape an argument schema. The theory proposes that involvement in argumentation fosters the development of a cognitive framework that influences individuals' approaches to and involvement in argumentative endeavors. In this regard, the essence of the research of (Reznitskaya et al., 2009) was to examine the effectiveness of dialogic discussions, particularly within the context of Conceptually Rich (CR) instruction, in fostering argumentation skills among elementary school students. Four studies investigated whether engaging in CR discussions would enhance students' ability to formulate and support arguments, anticipate counterarguments, and provide rebuttals. The findings across the four studies consistently supported the effectiveness of dialogic interaction in developing students' argumentation skills. Engaging in CR discussions helped students generalize key elements of argumentation and refine their argument schemas. Furthermore, the research indicated that dialogic interactions influenced learning within the social context and facilitated the internalization of argumentative skills and their transfer to new contexts and tasks, such as written assignments performed individually. Overall, the research suggests that elementary school children are developmentally prepared to engage in argumentation and that instruction in argumentative discourse should be introduced early on. The authors propose extending dialogue-based pedagogy to other subjects, such as science and math, as rational argumentation underpins knowledge construction in academic fields. Thus, engaging in dialogic interactions can help students better understand the epistemological structures underlying various school disciplines (Reznitskaya et al., 2009, pp. 38–43).

Dialogic argumentation has been scrutinized as an independent educational aim and a mechanism for advancing broader educational objectives. These objectives encompass enriching conceptual understanding, refining problem-solving skills, and instigating shifts in motivational frameworks, norms, epistemological perspectives, and social competencies (Koichu et al., 2022, p. 2). To foster effective dialogic argumentation among students in school settings, research states that it is essential for learning environments to integrate fundamental design principles encompassing encouraging students to actively engage with intellectual challenges, like brain teasers and reflective questions, empowering students with the responsibility to address these challenges, mainly through developing autonomy and problem-solving activities, holding students accountable for their intellectual contributions, both to peers and disciplinary standards, this could be through peer-feedback and empathy, and ensuring students have sufficient support and materials to tackle these tasks effectively.

Scholars have further elaborated on these principles by identifying specific characteristics of instructional methods and tasks that promote dialogue. Additionally, organizing dialogical activities can draw from group dynamics, aiming to foster cohesion and consensus. While some principles align with general educational practices, others are more specialized, such as providing multiple entry points, offering diverse opportunities for showcasing skills, and incorporating intellectually meaningful disciplinary content (Koichu et al., 2022, p. 3). However, a challenge exists in distinguishing between allowing students to express themselves and nurturing their ability to think critically and engage in argumentation (Rapanta & Cascalheira, 2020, p. 690). These challenges may stem from difficulty conceptualizing and measuring argumentation elements in classrooms. Students must frequently fully grasp their audience or the intent behind their arguments. Rather than examining various viewpoints or refining their arguments, they often counter opposing evidence with their own, leading to entrenched positions. This shallow approach fails to delve into the complexities of issues and explore nuanced perspectives. The importance of argumentation becomes evident when individuals ponder the reasons behind their engagement beyond academic achievement. Within school discussions, students contribute to conversations that hold personal significance (VanDerHeide et al., 2016, pp. 289–291). For example, in the literature classroom, students engage more with literary works related to their interests.

There has been a change in how we see classroom dialogue, especially when discussing arguments between teachers and students. Instead of the traditional idea where the teacher corrects student errors, this new view sees dialogue in teaching as focused on critical thinking. Here, the aim is to foster inquiry and build knowledge collaboratively, with everyone involved shaping the dialogue's direction and content based on evidence. The more we follow these principles, the more genuine and interactive the teaching conversation becomes. This perspective sees argumentation as a type of critically focused dialogue, highlighting the importance of authentic interactions in teaching. The real challenge lies in recognizing teaching practices within whole-class discussions guided by the teacher that lean more towards fostering arguments than just seeing argumentation as another form of classroom dialogue (Rapanta & Cascalheira, 2020, p. 692). Rapanta and Cascalheira's (2020) study showed that genuine persuasive dialogue exchanges could have been more conspicuously lacking in whole-class discussions. This discovery offers two potential interpretations. Firstly, it aligns with the notion proposed by Reznitskaya and others that are prioritizing inquiry-based dialogue could be optimal for classroom dynamics. Alternatively, it highlights the importance of peer-to-peer discussions and small group interactions as crucial contexts for cultivating persuasive argumentation (Rapanta & Cascalheira, 2020, p. 700). Similarly, in the study of Švaříček (2020) in the classroom, the teacher aimed to dissociate students' arguments from their identities, encouraging the class to take ownership of the arguments collectively. This strategy fostered discussions centered on the argument's merits rather than individual students' perspectives. The results indicate that this depersonalization method effectively increases student involvement in dialogic argumentation while also acknowledging and safeguarding their personal viewpoints (Švaříček, 2020, p. 144). While this depersonalization could be valid in their study, we instead strive to put more identity into students' arguments; students tend to relate more to classroom material, not specifically

dialogic argumentation, more apparently when they relate to personal experiences and viewpoints. Controversially (Švaříček, 2020) provides that challenges arise as students may exhibit a limited motivation to engage in discussions on curriculum topics, show reluctance to partake in argumentation, or encounter difficulties in assimilating and assessing their peers' arguments (Švaříček, 2020, p. 144); this supports our negation of their first claim, detaching students dialogic argumentation from their personal viewpoints is rather negative.

The same study of Švaříček (2020) seeks to delve into the dynamics of dialogic argumentation in real classroom settings. The dynamics within classroom settings significantly shape the progression of argumentation skills facilitated through dialogic teaching. This approach, aligned with educational objectives, encourages using open-ended inquiries to foster students' capacity for logical thinking. Providing scaffolding, or guidance from more knowledgeable individuals, proves crucial in enabling students to tackle complex tasks and cultivate essential competencies. The research states three primary factors influencing students' involvement in dialogic argumentation. Firstly, familiarity with the subject matter impacts the caliber and quantity of arguments presented. Secondly, while students possess innate argumentation abilities, explicit instruction is often required for their refinement, encompassing the formulation, justification, and rebuttal of arguments. Thirdly, epistemic thinking, encompassing cognitive and metacognitive dimensions related to knowledge and understanding, plays a pivotal role. Students with well-developed epistemic beliefs demonstrate a greater inclination toward engaging in argumentation and producing more robust arguments (Švaříček, 2020, p. 147). In the same study, the researcher acknowledges the challenge of encouraging all students to actively contribute to argument formation, particularly when topics fail to pique their interest, possessing queries regarding strategies educators can employ to stimulate students' meaningful involvement in discussions, taking into account both the subject matter and each student's distinct motivations. Ultimately, the study stresses the significance of devising approaches to render classroom discussions more captivating and pertinent to students' interests while also contemplating how to synchronize school-directed education with individual student motivations to foster lively engagement (Švaříček, 2020, p. 150). However, there is a perceived limitation in students' capacity to effectively blend and assess their arguments alongside those presented by others; this prompts consideration of what students learn from discussions. While students often come up with many arguments during discussions, they frequently fail to evaluate them critically. As a result, there is a risk that strong arguments may be overlooked, and important points made by students might not get the attention or elaboration they deserve unless the teacher or discussion leader intervenes. Students might be hesitant to challenge their classmates' arguments; we should emphasize the importance of not just generating arguments but assessing them critically and expanding upon them while considering the social interactions happening within the classroom. However, (Švaříček, 2020, p. 150) conveys that despite teachers' efforts to define students' roles by assigning them particular positions or tasks during discussions, this strategy can inadvertently silence students, especially in debates over controversial subjects. This challenge is exacerbated by teachers' inability to anticipate which students might be susceptible to certain topics (Švaříček, 2020, p. 151); this shows the paradoxical outcome of using role assignments to regulate student involvement, which may inadvertently hinder open discussion, particularly on contentious matters. In the study of

Švaříček. (2020), the teacher motivates students to confront their fear of failure when engaging in argumentative discussions. They underscore the importance of students feeling liberated from the anxiety of making mistakes, enabling them to articulate their viewpoints confidently. Furthermore, the teacher advocates for humility in students' willingness to recognize and correct their own errors. Additionally, the teacher emphasizes that argumentation is not solely a matter of logic but a tool for pursuing truth, highlighting its intrinsic value beyond mere reasoning (Švaříček, 2020, p. 154). This teacher's dedication to creating a nurturing atmosphere where students feel empowered to participate in argumentation without hesitation, prioritizing authenticity and truth-seeking is admirable, especially in a Time where structures are more regarded than forms; we need such input in Algerian higher education, where we tolerate mistakes what a verbal or in writing to reach higher outcomes than merely academic ones. Daniela, the teacher in the previously mentioned study, advocates for students to share any viewpoint freely as long as they provide reasoned arguments; this signals a shift towards prioritizing critical thinking and the ability to support opinions with logical reasoning (Švaříček, 2020, p. 156). As mentioned earlier, the teacher's dedication to creating a nurturing atmosphere where students feel empowered to participate in argumentation without hesitation, prioritizing authenticity and truth-seeking, also highlights the importance of the nature of the teacher's role in the argumentative classroom. The teacher adds that arguments are not confined to one person; several individuals can express the same argument; this indicates that students possess the capability to present arguments not just to their peers but also to the teacher (Švaříček, 2020, p. 157). We highly agree with this conceptualization, especially through the active involvement of the teacher in the classroom environment.

Teacher Daniela also shows the significance of instilling in students the understanding that discussions should be centered on persuading others of one's viewpoint rather than resorting to personal attacks. The teacher stresses the importance of consistently addressing the issue of personal attacks during discussions. While initially, students may react emotionally to differing opinions, they gradually learn to accept diverse viewpoints without feeling personally threatened. Despite their capability to participate in discussions, the teacher observes a tendency for conversations to devolve into personal attacks rather than constructive argumentation. These attacks, according to the teacher, lack substance and are merely expressions of opinions rather than reasoned arguments (Švaříček, 2020, p. 160); this previously highlighted the difficulty in guiding students to engage in respectful and productive discourse instead of falling back on personal attacks, happens a lot in literature classrooms, especially in discussing topics that are culturally and religiously threatening, the tension in such topics might rise risks. However, we believe they should be embraced rather than dealt with as threats. Following students' articulation of their viewpoints with supporting arguments, Daniela endeavors to de-individualize or universalize their arguments. In this approach, assuming the role of an argument consolidator, the teacher strives to transform the argument into a collective possession shared by all classroom members; this facilitates discussions that concentrate on the inherent nature of the argument rather than solely on students' individual perspectives. Teacher Daniela reiterates to students the distinction between opinions and arguments as fundamentally disparate epistemological concepts. Furthermore, she endeavors to detach the argument from the personal opinions of the student

who initially presented it (Švaříček, 2020, p. 164). While we could admit the effectiveness of such a strategy, we advise it to be performed by the students rather than the teacher; students are the ones who should reach a consensus on their own; when they de-individualize their own viewpoints, they become more aware of their argumentation and learning processes.

Hahkioniemi et al. (2019) conclude that in classroom discussions characterized by dialogic argumentation, three main aspects of the dialogue are evident: the organization of lessons to encourage conversation, the use of teacher language that is open-minded and impartial, and students' active participation in exchanging ideas. While planning lessons to promote dialogue is important, it is equally essential for teachers to foster an atmosphere where all student perspectives are valued. Students must actively engage with each other's viewpoints and respond thoughtfully to their peers. However, they propose that teachers actively support students' argumentation by avoiding judgment while encouraging debate (Hähkiöniemi et al., 2019, pp. 202–215). They stressed that students should be free to share their thoughts openly in dialogic argumentation. However, there comes a time when the focus should narrow to explore critical concepts more thoroughly. We highly agree with this point; there are moments in the classroom where further guidance and attention must be provided to the material by the teacher. This transition, guided by the teacher, mirrors adjustments made in communicative approaches in various contexts. They contend that, unlike abrupt closure, this interaction maintains its dialogic nature. Research indicates that both active engagement with peers' ideas and providing detailed explanations are beneficial for learning. Hence, both dialogic exchanges and justifying moves are pivotal, ideally complementing each other to enhance learning outcomes (Hähkiöniemi et al., 2019, p. 216).

Another way to look at transition in dialogic argumentation is what Haro et al. (2022) called transactivity, which reflects the degree to which students acknowledge and incorporate each other's contributions, fostering collaborative knowledge building and ultimately enriching the learning process (Haro et al., 2022, p. 128). They explain that transactivity plays a pivotal role in collaborative learning, reflecting the depth of cognitive involvement and the process of individual knowledge construction as students interact and build upon one another's contributions during collaborative tasks. Emphasizing the significance of students utilizing their peers' reasoning for mutual gain. The degree to which students integrate and expand upon their peers' reasoning directly impacts the effectiveness of collaborative learning outcomes. Haro et al. (2022) clarify that quick consensus building, where students accept their peers' input without thorough examination, represents the lowest level of transactivity; this explains that more than agreement is needed. Actually, it should not be encouraged in the classroom. Conversely, integration-oriented consensus building entails students melding their peers' viewpoints, leading to the enhancement and refinement of their own ideas based on collaborative input; this integration, on the other hand, should be highly supported in the classroom, where all opinions are joined to reach a more global consensus beyond agreements. Conflict-oriented consensus building arises when students engage in both transactive discussions and critical argumentation with their peers, resolving social cognitive conflicts pertaining to their positions on the discussed issue; this would be very beneficial in a literature classroom where social norms are presented highly through different themes of literary works. This method is conducive to successful and productive collaborative learning experiences (Haro et al., 2022, p. 128).

The study results of (Haro et al., 2022) recommend that it is essential to implement instructional supports that enhance students' engagement, expression of existing knowledge, and acquisition of argumentation abilities during collaborative learning sessions or specific instruction on argumentation. Argumentation scaffolds are valuable tools for constructing arguments, guiding students through productive argumentative discussions, facilitating writing tasks, and offering peer feedback on argumentative essays. Additionally, the study highlights significant correlations between students' argumentation behaviors across various contexts (such as argumentative essays and discourse) and social settings (including individual and collaborative environments); this suggests that students' argumentation behaviors are not limited by the format or social dynamics, emphasizing the importance of assessing argumentation knowledge and behaviors before, during, and after collaborative discussions. Furthermore, their research indicates that several factors contribute to students' progress, including initiating discussions with their own ideas, awareness of their peers' knowledge, negotiation processes leading to the integration or critique of ideas, and the conducive learning environment provided by the teacher. Ultimately, the study showcases the necessity of designing, implementing, and evaluating instructional supports to cultivate students' proficiency in argumentation (Haro et al., 2022, pp. 139–141). Since the implementation depends on the teacher, the study of Jin and Kim (2021) declares that the teacher's demonstration and instructional assistance are pivotal in shaping students' argumentative prowess (Jin & Kim, 2021, p. 12). Additionally, the study emphasized the potential efficacy of immersive interventions, connecting argumentation practice to real-life contexts and fostering students' comprehension of societal implications and democratic decision-making processes. Moreover, the study investigated the effectiveness of metacognitive scaffolding as a beneficial strategy for enhancing student argumentation (Jin & Kim, 2021, p. 17). The latter study's implications pave the way to the essential elements of dialogic literary argumentation, which we will discuss in the next section, and the impact of metacognition in relation to building argumentation, which will be looked at at at the end of this chapter.

2.3. Dialogic Literary Argumentation: Fostering Critical Engagement and Societal Reflection through Literature

Literature instruction extends beyond merely examining written works; it offers a stage for investigating profound queries concerning human existence and societal dynamics. Literature enables us to probe intricate questions regarding our identity and interactions within our world. This method, known as dialogic literary argumentation, underscores the significance of exchanging ideas with others inspired by literary works, fostering a richer comprehension and interpretation of these inquiries. At the core of dialogic literary argumentation is the idea that reading literature catalyzes students to engage actively in societal issues; as readers and the discussion group, we come from different social backgrounds, and the literary works we read also contain their own social representations. Dialogic literary argumentation encourages students to delve into fundamental inquiries about human life, including our connections with others, notions of justice, truth, dignity, rights, and the pursuit of meaning. These discussions may not yield definitive answers; some would

look at this negatively, but we believe it shapes the dynamics of a literature classroom. Seymour et al. (2020) highlight that It is essential for educators and learners alike to approach these conversations without being swayed by either relativism or dogmatism, nurturing a culture of open-mindedness and critical inquiry (Seymour et al., 2020, p. 4). Simultaneously, Dialogic literary argumentation aims to avoid the downsides of relativism and dogmatism by emphasizing the support of claims with evidence and warrants, focusing on these essential elements of argumentation without having only one proper position, no absolute position sounded very exciting for students in our research, altering away from traditional methods. Known as arguing to learn, this method promotes active listening, participation in discussions, and a receptive mindset to facilitate ongoing intellectual growth. Furthermore, dialogic literary argumentation prompts students and educators to relate literary texts to their lived experiences, fostering a richer understanding of the world. It transcends simple interpretation, encouraging a deeper exploration of societal issues and personal perspectives (Seymour et al., 2020, p. 4). Dialogic literary argumentation empowers readers to actively shape their surroundings through reflection and collaboration. By nurturing a mindset that values listening, embracing diverse perspectives, navigating disagreements, and fostering dialogue, students gain the capacity to drive change within their communities and beyond. This approach encourages individuals to contemplate their role in promoting justice, empathy, and human dignity in their immediate environment. The significance of this endeavor extends to society at large, where no Viewpoint is better than the other. By integrating a range of viewpoints and life experiences, dialogic literary argumentation enriches our understanding of humanity and the shared difficulties we face. Importantly, this approach transcends the confines of the classroom, motivating students to apply their critical thinking skills to broader societal issues and community initiatives.For example, instead of discussing Shakespeare's plays from a Renaissance perspective, we discussed them as themes that relate to understanding human behavior and decision-making, which will lead to understanding what it means to be human together. Seymour et al (2020) Mention that dialogic literary argumentation prompts students to view literature as a tool for delving into human experiences and connections. By embracing the concept of arguing to learn, students delve into literary works as narratives reflecting diverse facets of humanity. These narratives encompass more than just the text itself, extending to intertextuality that links past and future texts in various forms like written and spoken language, visual arts, and dialogue. For example, while postmodern literary works are contemporary in language and themes, they could be related to works from The Classical period in a way that implements how humans interact in both periods leading to an understanding that we are not different after all, and we are just human. This inclusivity of dialogic literary argumentation values and respects the diverse perspectives and experiences of all participants, fostering a sense of belonging and mutual respect.

Dialogic literary argumentation offers a different way of teaching literature that resonates with Applebee's idea of active knowledge. It challenges the rigid authority of new criticism, which insists that a text's meaning resides only within itself, giving teachers absolute control over interpretations. Providing this flexibility to both teachers and students is very promising for a dynamic literature classroom. This approach also pushes back against the individualistic and subjective nature of reader-response theory, as well as the strict rules

imposed by interpretive communities theory. While acknowledging the valuable insights these theories provide, the emphasis is on examining how they are applied in literature education, aiming to encourage students to engage more deeply and explore texts more freely. Using an Eclectic method in adopting literary education is advisable, but refuting all the opposing sides of different strategies is also necessary. Dialogic literary argumentation offers a structure for students and educators to delve deeply into literature. Rather than enforcing rigid guidelines, it fosters curiosity and investigation. Through dialogic literary argumentation, students and teachers are encouraged to explore how literary texts convey meaning, what this reveals about the human experience and societal dynamics, and how these revelations can guide our interactions with the world (Seymour et al., 2020, p. 15). In this case, dealing with classical literature can also be enjoyable, since the objectives are not to deal with the complicated language itself and the periods of complex social settings that do not align with the contemporary intellectual capabilities of students, but dealing with them as subjects that relate to our personal interests and shared human themes. In this way, dialogic literary argumentation gives teachers a structure that prompts them to reflect deeply on their students' unique identities, backgrounds, and viewpoints. It highlights the influence of individual experiences on students' interpretations of literature and emphasizes the role of collaborative participation in developing a shared comprehension of literary texts. By employing techniques like arguing to learn, discussion, exploration, thinking abductively, learning from literature, understanding what it means to be human together, how people's Choices affect outcomes, valuing multiple and diverse perspectives, understanding what is rational and what is not, and exploring personhood educators are encouraged to create a space where students can collaboratively engage with literature and collectively construct meaning. This freedom and flexibility offered by dialogic literary argumentation encourages and motivates educators and students to explore literature more personally and meaningfully.

2.3.1. The Elements of Dialogic Literary Argumentation

There are several elements of dialogic literary argumentation, as proposed by Seymour et al. (2020), including thinking abductively; learning from literature, not about it; literature gains meaning through our use of it; what it means to be human together; how choices affect outcomes; from ‘leaning to argue’ to ‘argue to learn;’ argumentation in this concept; valuing multiple perspectives; the tension over what is rational; exploring personhood; writing in this method; content over structure, and assessment in this approach.

2.3.1.1. Thinking Abductively

Engaging in dialogic literary argumentation in teaching and learning promotes a form of reasoning called abduction, which stands apart from the typical approaches of deduction and induction. Unlike deduction, which derives specific principles from general truths, and induction, which generalizes from specific truths, abduction functions uniquely (Seymour et al., 2020, p. 5). Abduction is a method used to synthesize meaningful patterns from observed phenomena, leading to hypotheses that elucidate intricate realities. This mode of reasoning facilitates nuanced inferences and predictions across varied contexts, empowering educators to glean insights and adapt practices from colleagues, regardless of differences in subject

matter or student demographics. The concept of abductive learning entails deriving fresh perspectives from various sources to refine teaching methodologies. Seymour et al.'s (2020) research talked about teacher George's journey as a case in point, demonstrating how he reshaped his instructional strategies through observation and collaboration with peers. Initially, George's efforts to teach 9th-grade English revolved around imparting correct interpretations of literary works, which could have been more effective in engaging students. Realizing the necessity for a change, George observed a colleague teaching Joyce's "A Portrait of the Artist as a Young Man" to 12th graders, noting her strategic use of questioning to deepen comprehension. This observation inspired student George to modify his teaching approach by integrating stimulating inquiries and creative assignments, such as research projects tailored to students' interests. (Seymour et al., 2020, pp. 5–6) Assimilating insights from various contexts to refine teaching methodologies enhances abductive learning. George's experience underscores the significance of tailoring new techniques to suit his classroom's specific dynamics, ultimately enhancing his students' learning journey. While Seymour et al. (2020) present the abductive method from the teacher's perspective, in our research, we urged students to think abductively; in this case, students were guided to listen to each other in the process of observing the conversation in the classroom in order to learn from peers and build on each other's ideas, they will be like teacher George's case as mentioned earlier, observing peers and the teacher to learn from literature through collaborative argumentation. This process values their contributions and fosters a sense of inclusion.

2.3.1.2. Learn From Literature, not About It

Concerning learning from literature, Seymour et al. (2020) observed that Mrs. Kennedy's teaching approach centered on the belief that literature should have a tangible impact on students' lives. She prioritizes teaching students rather than merely conveying subject matter, aiming to foster personal growth and empowerment through literature. Mrs. Kennedy emphasizes analyzing human behavior and grappling with societal issues depicted in literary works, encouraging students to reflect on their lives and society. She believes that by examining relationships and conflicts in literature, students can identify patterns of behavior to emulate or avoid in their own interactions. While Mrs. Kennedy's approach diverges from traditional literature teaching methods focused solely on text comprehension, she believes it lays the groundwork for deeper future exploration of students' worlds and broader societal contexts. While these teachers' method encourages learning from literature to enhance personal interactions, the relationships in the literature per se are not always valid references to fill the void; in our research, we urge students to think critically about the content of the literature not only to understand societal contexts but also to build new conceptualizations through arguing with peers.

Seymour et al. (2020) also observed another teacher, Mrs. Hill's teaching method, which involves prioritizing her personal experiences and viewpoints over conventional literary analysis when exploring themes in literature with her students. Despite the scholarly emphasis on innocence in "Indian Camp," she focused on dominance, drawing from her own background as an African-American woman to address racism. They contend that this approach challenges established literary norms and encourages students to interpret texts

through their own perspectives. Mrs. Hill organized discussions using argumentative elements like claims and evidence but within a framework of "arguing to learn" rather than conventional classroom structures (Seymour et al., 2020, pp. 7–9). The students in our research thrived on the idea that we would not discuss literature through established literary norms and that their points of view would be the focus. In another observation, Seymour et al. (2020) viewed Mrs. Nelson as urging her students to approach reading as more than a mere set of decoding skills, encouraging them to engage with the social implications of an author's intentions. She encourages them to reflect on how the underlying messages of a text affect them, recognizing the social dynamics involved. Additionally, she prompts them to contemplate the link between language and cultural influence, empowering them to interpret this relationship based on their own perspective (Seymour et al., 2020, pp. 39–40). Pointing to the significance of acknowledging and envisioning the social connections embedded in reading and interpreting literary works seemed to work very well with students in our research, especially in relation to their religious beliefs and societal norms; as Algerians, these matters relate to them. The most critical challenge to overcome was biased points of view. Students were trained through dialogic literary argumentation, with the basic objective of understanding characters and people from different periods and backgrounds.

In observing Mrs. Hill, Seymour et al. (2020) added that Mrs. Hill empowers her students to approach literature through various critical lenses, such as feminism, but underscores that this choice is optional, not obligatory. We pointed out this objective to the students in our study, and we found that they relate to literary lenses automatically when the literary text necessitates doing so, especially in understanding human behavior coming from a different literary period than our own society nowadays. Similarly, Mrs. Hill illustrates how different interpretive frameworks can be employed according to the needs of the analysis. Mrs. Hill embraces ambiguity and challenges the notion of a singular truth or definitive interpretation, advocating instead for a dialogic method of literary comprehension. Through classroom dialogues, she strategically introduces tensions that enable students to delve into the text, ponder human experiences, and scrutinize the underlying rationales influencing interpretations and moral judgments. These moments of tension are viewed as pivotal opportunities for learning and development, with educators like Mrs. Hill guiding students to navigate and derive value from them (Seymour et al., 2020, p. 67). Themes in the literary works and teacher questioning prompt these moments of tension.

Another subject teacher in Seymour et al.'s (2020) study, Mrs. Hayes, approach to curriculum centers on using various literary genres as opportunities for students to engage with and internalize the reading and writing techniques valued by the learning community, without placing exclusive focus on the content or historical background of the texts (Seymour et al., 2020, p. 135). Mrs. Hayes advocates for students to avoid using outside sources like historical context or author information when analyzing literature. Instead, she encourages them to delve into the text themselves and form their own interpretations. While she sometimes offers limited background information to assist in understanding, such as highlighting recurring themes, she generally discourages reliance on external aids. However, she makes an exception for studying illusions, where students are encouraged to seek online resources to grasp references they may need to recognize (Seymour et al., 2020, p. 138). Similarly, in our study, we deliberately avoided mentioning ulcers in selected literary works for the syllabus,

and the historical context was open to students' use when necessary. For example, in discussing literary works from the Victorian period, we refer to the historical context because the students were impressed by the setting of this era; as long as the students are interested in the input, they can relate to it using all the possible media tools to get more insight. Since we are not relying on already established interpretations, students now know that external aids are means for understanding, not references- a highly difficult concept to implement with a generation that looks up to AI as the future.

2.3.1.3. Literature Gains Meaning Through Our Use of It

Literature, reading, and writing are fundamentally interconnected with social interactions and dialogue. Rather than existing independently, they draw significance from our engagement with the world and others. They have been written for people to read, as simple as that. Whether we are reading alongside peers or interpreting texts authored by someone else, our engagement with literature occurs within social contexts. Similarly, writing serves as a tool for communication and interaction, whether it is to express thoughts, build connections, address needs, or explore concepts (Seymour et al., 2020, p. 24). Literature, reading, and writing are inherently social activities, rooted in shared language and shaped by our interactions within the social milieu. Seymour et al. (2020) pointed out that when we interact with a literary work, we encounter a variety of viewpoints and discussions about human experiences influenced by different texts and real-life situations. Recognizing our diverse backgrounds prompts us to consider how we can interact with each other's perspectives to develop our collective understanding of the text continually; this involves appreciating the special insights that each person proposes and acknowledging the differences and commonalities among us. Exploring these questions, including how to deepen our grasp of the human condition and its relevance to our lives, leads us on an ongoing journey shaped by our conversations and interactions (Seymour et al., 2020, p. 25). In dialogic literary argumentation, viewing literature goes beyond individual exploration or abstract thinking; it is an avenue to examine our present existence and explore interactions within a diverse world marked by varied perspectives and interests. Through this conceptualization, which students are aware of, we could conquer the issue of students lacking interest in certain literary Works, especially classical ones. Dialogic literary argumentation offers a fresh perspective on the role of literary texts in education. It highlights their significance in exploring the human experience and inspiring action in the real world. Instead of revering literature as sacred or solely as a form of cultural capital, this approach regards literary texts as tools to enrich students' understanding of human complexities. While we are still conceptualizing the objectives of teaching literature in EFL in Algeria under developing students' cultural knowledge through literature, this approach sees literary texts as instruments that amplify students' discussions and Reflections on life, declared by Seymour et al. (2020), fosters a sense of shared understanding and encourages active engagement among both students and teachers. By embracing literature as an argumentative tool, educators are prompted to adopt innovative methods that embrace diverse interpretations and encourage deeper exploration (Seymour et al., 2020, p. 29). Dialogic literary argumentation moves away from conventional methods such as literary canon inclusion and instead evaluates a text's capacity to stimulate the exploration of human experiences in a given setting. Quality is assessed based on how

effectively a text prompts discussions about the human condition, adapts to the student's comprehension level, and is facilitated by the teacher. This viewpoint recognizes that the definition of quality literature can differ depending on factors like the students, teacher, and cultural context, highlighting the significance of relevance to examining human existence within a specific temporal and spatial context. The subject teacher mentioned previously, Mrs.Hayes, strives to instill a lifelong love for literature in her students. She assigns them to choose a novel from a list each quarter and write a response post-reading. She actively involves students in book selection, sharing her own reading adventures and encouraging peer recommendations (Seymour et al., 2020, pp. 138–139). In teaching English as a foreign language, we actually have more flexibility in using literature for enjoyment and appreciation ends, simply because we are not restricted by the fact of teaching literature itself, but teaching literature for the end of developing a foreign language.

2.3.1.4. What It Means to be Human Together

Dialogic literary argumentation centers on the collective exploration of humanity and the human experience; this involves considering the inherent qualities and entitlements associated with being a person and the varied traits and classifications of individuals within communities. The notion of personhood is not dictated solely by biology or is universally accepted; it differs across cultures, societies, and situations. As a result, the definition of humanity is continuously evolving and collaborative, influenced by our interactions and connections with others. The significance of exploring humanity's collective understanding is underscored by delving into the multifaceted dimensions of individuals, communities, beliefs, and interactions within society; this provides the interconnectedness of one's actions, connections, and perspective on life, implying that our comprehension of human nature is not purely theoretical but is influenced by our involvement in the world. For example, in this research, we observed that students easily judge characters in literary works; they do not consider them as human, but through the application of dialogic literary argumentation's notion of what it means to be human together, they found themselves developing a whole new understanding of the world around them. Ultimately, Seymour et al. (2020) highlight that our interpretation of humanity shapes our relationships, self-perception, and standards for social interaction (Seymour et al., 2020, p. 16). So, they promote that the focus lies on scrutinizing how authors illustrate the behaviors and responses of their characters across diverse scenarios and settings. Through this analysis, we glean perspectives on how individuals perceive human identity and conduct across various circumstances, whether they are factual or fictional. Authors craft settings and characters that embody specific ideas of personhood, encompassing the characterization of individuals, their treatment, rights, available alternatives, and reactions to challenges. Together, these components form a holistic exploration of the human condition and its implications for human existence. Dialogic literary argumentation goes beyond contemplating the nature of humanity to probe into who is recognized as fully human and entitled to equal rights and dignity. It acknowledges that historically, not everyone has been acknowledged as fully human. For example, in works of the Romantic Period, the setting provides that people experiencing poverty are not considered fully human; in discussing works from such eras, students, alongside the teacher, would develop a certain empathy towards fictional characters that could relate to their personal

lives. This approach encourages educators and students to collectively investigate how our understanding of humanity is shaped by the texts we engage with, our conversations about them, and our interactions with each other. Additionally, it emphasizes the significance of exploring how these ideas intersect with social constructs like race, class, gender, and sexuality, which influence our perceptions of what it means to be a person (Seymour et al., 2020, pp. 16–17). As a result, dialogic literary argumentation entails critically examining literary works, characters, their contexts, and the environment in which they are read to cultivate a deep comprehension of individuals as portrayed in literature and as they exist in the real world. Education involves teamwork, where individuals should prioritize continually exchanging ideas over personal biases or fixed opinions. When educators encourage students to assess how their comprehension of humanity, influenced by their interpretation of literature, has developed through exposure to differing viewpoints, it highlights the communal nature of learning. This method stresses the significance of active discourse, embracing various perspectives, and being willing to adapt as fundamental aspects of the educational journey (Seymour et al., 2020, p. 18). Our research further highlights communicating these objectives with the students from the beginning of the course. In parallel, the concept of authority in the classroom should diminish and be related to the main contributors in the discussion, the students.

Seymour et al. (2020) observed Mrs. Nelson's classroom. Initially, students looked to Mrs. Nelson as the primary interpreter of texts. However, over time, some started to seek validation from the author instead of engaging in collective interpretation with classmates. Mrs. Nelson noticed this change and understood the significance of cultivating an environment where students view each other as valuable contributors to literary conversations. Her goal was to establish settings where students could explore diverse viewpoints and participate in sophisticated argumentation autonomously, fostering a collaborative approach to constructing meaning (Seymour et al., 2020, p. 38). Mrs. Nelson seeks to expand her students' comprehension and value of diverse perspectives. She prompts them to acknowledge and honor the presence of differing viewpoints, encouraging a deeper and more intricate approach to interpreting literature. Similarly, Mrs. Nelson stressed the significance of grasping cultural beliefs and practices without passing judgment to cultivate greater respect for varied perspectives and enhance empathy in comprehending cultural diversity. She urged her students to empathize with divergent viewpoints, especially in settings where cultural distinctions are pronounced. Mrs. Nelson prompted her students to ponder the legitimacy of unfamiliar experiences, prompting them to reassess their perceptions of what constitutes rationality or truth (Seymour et al., 2020, p. 52); this was implicitly implied in our approach, where students reflected on their own culture as a basis to understand the differences in other cultures and literary periods to enhance otherness. However, reflecting on cultural norms should be supported by the idea of merely being human; even though the settings are different, people's choices across literary texts could sound familiar.

2.3.1.5. How People’s Choices Affect Outcomes

Dialogic literary argumentation encourages students to actively participate in shaping knowledge rather than passively receiving it. Teachers are tasked with more than just

assigning tasks; they must facilitate ongoing inquiry, collaboration, and reflection among students, encouraging them to reassess their values and beliefs. Seymour et al. (2020) gave the example of when students are asked to discuss the culpability for Romeo and Juliet's deaths; the ensuing debates reveal a depth of thought beyond simplistic blame allocation; their observations indicate that classes rarely reach a unanimous verdict on such matters (Seymour et al., 2020, p. 17). Through these discussions, students explore the intricacies of responsibility, the interplay of circumstances and personal choices, and the nuanced understanding required to grasp complex outcomes, highlighting the absence of definitive answers in such debates. In our research, when we started learning to argue through 'slip or trip' activity, one of the students wondered, since we were using metacognitive awareness simultaneously, she wondered whether such tasks had a definitive answer; this was a window to explain Seymour et al.'s later idea. Seymour et al. (2020) observed Mrs. Neves during her 9th-grade literature class while studying Alice Walker's "Everyday Use," Mrs. Neves posed a unique inquiry. Rather than asking conventional questions regarding character traits, motivations, or symbolic significance, she prompted the students to ponder, "What type of individual is Dee?" This query encourages a more profound examination of Dee's character, urging students to delve beyond mere actions or plot functions and contemplate her inherent traits and identity. By doing so, students are invited to navigate the intricacies of character evolution and the impact of Dee's persona on the storyline (Seymour et al., 2020, p. 80). Mrs. Neves shows the broader significance of literature instruction, transcending rote memorization of literary terms and standardized assessments; this highlights how teaching literary facts might unconsciously perpetuate specific notions of personhood. However, Mrs. Neves takes a different path in her teaching approach. Rather than fixating solely on teaching literary terminology, she cultivates conversations that prompt students to delve into the deeper layers of literary devices, such as similes. Through these discussions, she subtly communicates a notion of personhood that recognizes humans' social interconnectedness and the significance of communal belonging (Seymour et al., 2020, pp. 81–82). Engaging in these classroom discussions carries risks because questioning established notions of personhood might disturb those who uphold the current norms. Nevertheless, the act of reconsidering and reshaping these ideas through literature has the potential to both divide and bring people together. For example, in this research, when we discussed "The Great Gatsby," students' norms of Algerian mentality did not quite adapt to the period's craziness. However, after using personhood, the image became more understanding towards the characters. At the heart of this method is the idea of engaging in discourse for the sake of learning. Participants are encouraged to keep an open mind, approach discussions sincerely, and value differing viewpoints. Mrs. Neves cultivates an atmosphere where students recognize their involvement in a shared journey to understand personhood, knowing that their perspectives will develop as they exchange ideas, even if complete agreement is not achieved (Seymour et al., 2020, pp. 84–85). The journey through dialogic literary argumentation might necessitate taking a step back to teach students how to argue, especially if their proficiency is limited.

2.3.1.6. From “Learning to Argue” to “Arguing to Learn”

Introducing students to argumentation encompasses more than merely instructing them on constructing claims, gathering evidence, and linking them with warrants (Seymour et al., 2020, p. 54).

Seymour et al. (2020) state that students often struggle with articulating warrants in argumentation, as these implicit assumptions underpin their claims. Warrants, in the context of argumentation, are the logical connections between the evidence and the claim. They are often overlooked and not explicitly addressed in everyday conversation, leading to difficulties in argumentation. The teacher is responsible for guiding students in connecting evidence to their claims by prompting them to uncover the underlying reasoning; they can help students recognize and articulate such warrants, emphasizing the importance of using qualifying terms like 'typically' to bolster their argumentative reasoning. In this research however, we bolster the use of warrants through active awareness of students learning. In activities like 'slip or trip,' students and teachers analyze reasoning by engaging in argumentation under the assumption that there is a single correct answer—either the person slipped or was tripped—and they aim to determine this answer through empirical deduction. Regardless of their stance, all parties agree on what qualifies as reasonable evidence and logic. This collective understanding, referred to as empiricist rationality, relies on universal principles governing physical properties (Seymour et al., 2020). However, the possibility of no determined possible answer, such as 'he neither slipped nor tripped,' is still not off the table, especially as far as this research is concerned. As educators, we play a crucial role in guiding students through this process, empowering them to explore and understand the complexities of argumentation.

Seymour et al. (2020) introduced 'Arguing to learn' as a technique that prompts learners to craft arguments grounded in assertions, evidence, and justifications while fostering a receptive mindset focused on collaborative learning rather than triumphing in discussions. Within the realm of dialogic literary argumentation, instructors and students alike are urged to value active listening as much as expressing their viewpoints, acknowledging that discourse will continually evolve through ongoing interaction. Although consensus might emerge organically, it is not the primary aim; instead, it focuses on acquiring knowledge, grappling with complexity, embracing diverse viewpoints, and refining proficiency in argumentation for learning. They proclaimed that "Engaging in argumentation for learning" entails a fluid process wherein students start with evidence and consider different assertions it could back. They stay receptive to revising their assertions as they come across new evidence and might only finalize a specific assertion once they meticulously scrutinize all the evidence (Seymour et al., 2020, p. 56).In this research, students were trained through the objective of loyalty to the discussion, not to their own claim, and also that their claims are open to change, and that is okay; at the beginning, we noticed that students have a certain tendency to fight for their claims, no matter how unreasonable and there was no listening to the other side, the training had to shift this through arguing to learn. Seymour et al. (2020) further explain that classroom conversations serve a twofold function: They prompt students to explore the relationship between evidence and claims more deeply while introducing them to the specialized terminology of argumentation. This common language enhances communication among peers and with the instructor, aiding in assessing

argumentative strengths. Furthermore, arguing to learn entails embracing not just novel claims but diverse viewpoints and approaches to justifying arguments. Engaging in open dialogue and considering evidence and justifications allows students and educators to recognize the legitimacy of divergent arguments and potentially formulate fresh interpretations that embrace various perspectives (Seymour et al., 2020, p. 57). This method shows the importance of learning, exploring diverse human experiences, and nurturing mutual respect within discussions centered on argumentation; from this, we noticed that argumentation in this method holds a whole different perspective.

2.3.1.7. Argumentation in Dialogic Literary Argumentation

In this method, argumentation is not viewed as a competitive pursuit to prove one side's superiority. Approaching argumentation as a competition can hinder its ability to facilitate discovery, learning, and inquiry. It may also impede open-mindedness and the exploration of diverse interpretations; as we mentioned earlier, individuals may become defensive or entrenched in their own perspectives while striving to assert their claims. Instead, dialogic literary argumentation advocates for a collaborative approach, where students engage in respectful deliberation and respond to each other's arguments to collectively deepen their understanding of literature and its implications for ethics and human behavior (Seymour et al., 2020, pp. 21–22). In this framework, argumentation and argumentative writing are regarded as ongoing processes of inquiry and discovery conducted in dialogue with others. In this way, students in the study were exposed to the objective of considering the discussion as the source of every step in learning literature in the classroom. The typical approach to argumentation in classrooms often neglects its potential as a collaborative inquiry process, requiring both teachers and students to learn effective engagement with argumentation from the outset. This learning phase entails establishing and negotiating rules of participation, shared standards for reasoning, and the collaborative use of argumentation. Teachers may introduce various argumentative models and establish a shared vocabulary for discussing arguments, encompassing terms like claim, counterclaim, warrant, evidence, and backing. While these models and terms are beneficial, they are not considered final destinations or rigid concepts. Instead, there is an emphasis on open dialogue to deepen individual and collective understanding of how argumentative and literary terminology is utilized (Seymour et al., 2020, p. 22). For example, while discussing the literary work and students reach a point of high engagement with the material, they should not be stopped due to not using adequate terminology or the practical outcomes of argumentation; the teacher must know the moments of interfering to imply these elements. Seymour et al. (2020) explain that Instead of treating argumentation as a means of presenting a claim backed by evidence, it is approached as an investigation of evidence leading to the discovery of a claim. The goal is to steer students away from oversimplified conclusions or reinforce their preconceived notions. Instead of beginning with a fixed belief and seeking evidence to validate it, students are urged to analyze literature critically, considering the diverse interpretations that different contexts may yield (Seymour et al., 2020, p. 23). Even though the students in this study were trained to hold their claims and seek evidence first, they steered a little bit away from this objective, leading to changing their claims by the end of discussions; we did not consider this as unfavorable, as long as they developed the sense of listening to each other to the point of

changing their loyalty to the discussion. This outlook recognizes the multitude of possible interpretations for a text and highlights the importance of exploring various perspectives rather than aiming for a definitive conclusion.

2.3.1.8. Valuing Multiple and Diverse Perspectives

Dialogic literary argumentation considers the importance of appreciating various perspectives and interpretations, but it diverges from relativism, which treats all viewpoints as equally valid. Instead, it regards diverse perspectives as avenues for deeper investigation and exploration. Students are urged to scrutinize conflicting views and arguments, assessing the evidence and reasoning behind each stance. The objective is not to disregard opposing viewpoints but to fortify and refine one's own understanding through dialogue and interaction. This approach enhances the grasp of literature, society, and human nature, nurturing more nuanced and analytical viewpoints. This method becomes a valuable tool for grappling with intricate concepts and ideologies in classrooms with diverse student populations, facilitating the development of more insightful perspectives (Seymour et al., 2020, p. 23). Ultimately, arguing to learn is viewed as a collaborative endeavor where individuals engage in discussions to enhance their understanding of literature and the human experience. In observing Mrs. Nelson's classroom, Seymour et al. (2020) stated that Mrs. Nelson utilized dialogic literary argumentation in her instruction for "Things Fall Apart." She stressed the significance of reaching a consensus among students during their discussions of the novel, prioritizing this over simply taking a majority vote. Mrs. Nelson aimed to create a classroom atmosphere where all opinions and viewpoints were valued, urging students to acknowledge and interact with differing perspectives. This method encouraged students to appreciate diverse voices and opinions, equipping them with the skills to cooperate and tackle obstacles in their learning journey (Seymour et al., 2020, p. 45). Similarly, in observing Mrs. Hill's teaching method, Seymour et al. added that her ways centered on prompting students to support their arguments and acknowledge differing perspectives. She stressed the significance of validating individual beliefs and exposing students to various viewpoints. Mrs. Hill saw classroom openness as more than just listening—it involved actively exploring diverse perspectives, understanding their underlying reasons, and working together to find common ground (Seymour et al., 2020, p. 59). While applying this objective in our research, Students built on each other's ideas through the teacher's guidance with inquiry questions. The problem that arises sometimes was counter-arguments that led to the discussion of political and religious issues; in this regard, we noticed that the tension rose and the discussion started to diverge from its essence; in this case, we had to interfere smoothly to bring back the focus on what is rational not what is going on in the underlined subject vis-à-vis the society.

2.3.1.9. The Tension Over What Is Rational

In dialogic literary argumentation, the characters' decision-making is considered; while considering what it means to be human together, students consider those choices and their rationality. Seymour et al. (2020) elaborated that acknowledging and confronting conflicts is essential in a democratic society with diverse ideological perspectives. In the context of dialogic literary argumentation, there is an emphasis on embracing these conflicts

as opportunities to collectively delve into their implications, ethical aspects, and broader societal consequences (Seymour et al., 2020, p. 27). According to Seymour et al. (2020), the raised discussions would lead to two primary types of tension. These tensions can arise between students who share a common rational framework but hold differing viewpoints and those with entirely different rational approaches. Students who share a rational framework may refine their arguments by incorporating each other's evidence and reasoning, even if their definitions of moral good remain consistent. For example, when we discussed societal Norms in specific literary periods in this research, students produced and understood those norms through collaborative argumentation while remaining loyal to their rooted religious beliefs and societal perspectives. Conversely, when students possess distinct rationalities, they may disagree on what constitutes a moral good, sparking a deeper exploration of moral concepts and their implications for understanding human behavior (Seymour et al., 2020, p. 28). The primary objective is scrutinizing the conflicts between rationalities and ideologies, broadening perspectives, and enhancing comprehension of literature and the human experience. In observing Mrs. Nelson's classroom, Seymour et al. concluded that Mrs. Nelson employs classroom conversations surrounding commercials and songs to stimulate her students' critical thinking regarding the intentions and tactics of charitable groups. By prompting them to delve into the underlying messages of these ads, she questions the apparent logic behind supporting such endeavors. Through these exchanges, Mrs. Nelson seeks to foster her students' capacity for analytical thinking and examination of texts with greater scrutiny. Furthermore, by connecting these discussions to their study of "Things Fall Apart," she equips them with analytical tools for interpreting texts dealing with themes of deliverance or aid (Seymour et al., 2020, p. 45). These preparative for reading activities and inputs are very valuable to warm up students to provide well-constructed arguments. Seymour et al. (2020) clarify that dialogic literary argumentation delves into the tensions arising from diverse rationalities. Rather than embracing relativism, where all interpretations are deemed equally valid, students are urged to grasp the intricate nature of human comprehension shaped by varied histories, social dynamics, and notions of personhood. This approach entails embracing the collision of diverse rationalities, fostering more decadent interpretations of literary works. In classrooms employing dialogic literary argumentation, teachers cultivate environments conducive to exchanging, exploring, and refining diverse rationalities through dialogue, a process termed dialogic rationality (Seymour et al., 2020, pp. 57–58). Participating in dialogic literary argumentation and arguing to learn requires openness and sincerity. It is not about asserting a single correct interpretation or adopting relativism, which dismisses interpretation entirely. Instead, students are urged to appreciate rationalities, encourage discussion, and strengthen social bonds with fellow participants by arguing to learn. Following this perspective, students, through this method, are encouraged to apply personhood in their arguments.

2.3.1.10. Exploring Personhood

Dialogic literary argumentation offers a pathway to delve into the intricacies of human existence and the essence of being. Literature education should transcend superficial analyses and individualistic reactions, offering students avenues to explore the multifaceted dimensions of human life. Seymour et al. (2020) highlight a crucial connection between

comprehending the human condition and translating that awareness into meaningful action. Although there are diverse approaches to applying this knowledge, neglecting to act would strip the process of inquiry and comprehension of its significance. Engaging in dialogic literary argumentation can spur a spectrum of actions, spanning from nuanced individual transformations to impactful collective endeavors to reshape society. These actions may include personal development, interpersonal dynamics shifts, daily conduct modifications, and joint endeavors to overhaul societal systems and recalibrate power structures (Seymour et al., 2020, p. 29). For example, when we discussed "The Iliad and the Odyssey," in this research, students modified their daily conduct where they decided to use intelligence more than strength, as in Odysseus's case. Seymour et al. (2020) observed Mrs. Hill's classroom in this regard; they provided that in Mrs. Hill's 11th-grade literature class, an activity known as the Lifeboat exercise sparked lively discussion and debate among students. They deliberated over who should be excluded from an overcrowded lifeboat, considering each person's strengths and weaknesses outlined in provided biographies. Students argued passionately, drawing on notions of fairness, practicality, and societal benefit to support their views. Mrs. Hill's response, encouraging students to incorporate their personal biases, underscored the validity of using individual beliefs and experiences as grounds for argumentation. This pedagogical approach reflects a practiced rationality that values personal experiences, backgrounds, and values in shaping reasoning, fostering an appreciation for diverse cultural, historical, and ideological perspectives (Seymour et al., 2020, pp. 58–59). The authors propose leveraging literature as a means to spark discussions about the human experience, both on an individual level and in the broader societal context. The concept of "personhood" is introduced to encompass the intricate dynamics involved in probing the essence of humanity, delving into inquiries about what constitutes personhood, its defining traits, and how these traits vary across different individuals and situations. Rather than seeking definitive answers, these inquiries catalyze dialogue and introspection between students and educators, encouraging an ongoing exploration of personhood and its multifaceted implications across diverse settings (Seymour et al., 2020, p. 71). The students in this research were encouraged to engage in challenging conversations and cultivate empathy to understand their own positions and the positions of others; building on the characters provided in the literature classroom, the students, through argumentation, adopted so many new positions and appreciation to themselves, others, different societies, and the teacher as well. However, Mrs. Wilson, in the study of Seymour et al. (2020), cautions against compromising genuine reflection and inquiry. She warns against compromising one's beliefs, which can impede the critical examination necessary for profound insights into human nature. Mrs. Wilson stresses the significance of grappling with diverse viewpoints, both external and internal (Seymour et al., 2020, p. 73). Such discussions may be uncomfortable, but teachers are pivotal in guiding these conversations and promoting profound understanding through literature education.

Seymour et al. (2020) highlight that avoiding complex issues is as impactful as addressing them; overlooking them maintains the existing state of affairs. Dialogic literary argumentation promotes the creation of conversations where individuals can openly tackle sensitive and controversial topics with mutual respect and sincerity, even amidst ideological differences (Seymour et al., 2020, p. 31). As we mentioned earlier, with the rise of political

and religious issues, the solution is not to detriment the discussion of such topics; the wise thing to do is to use them as grounding for embracing the tension and developing openness. Hence, Seymour et al. (2020) underline the value of fostering open-mindedness and constructive dialogue to cultivate fresh perspectives. Educators should prompt students to explore the implications of this approach and strategies for maintaining respect amid disagreements. While engaging in dialogue involves inherent risks, these can be mitigated by prioritizing attentive listening and genuine empathy, thereby facilitating meaningful exchanges grounded in mutual respect (Seymour et al., 2020, p. 31). Despite the potential challenges, the rewards of such dialogue are considerable, as it enables individuals within diverse communities to address differences and advance toward a more equitable society. Within this framework, dialogic literary argumentation offers a structured approach to navigating these risks while upholding the dignity and integrity of all participants. Seymour et al. (2020) observed Mrs. McClure's classroom, which showcases this by introducing her 10th-grade class to Jesmyn Ward's intricate novel, "Sing, Unburied, Sing," despite its complicated subject matter. Through discussions about the novel's events and characters, Mrs. McClure prompts her students to confront uncertainty and develop their own understandings (Seymour et al., 2020, pp. 87–88). In conventional literature classrooms, students are often reassured by the idea that a novel has a clear, single interpretation waiting to be discovered; this is not the case for dialogic literary argumentation. In contrast to typical educational risks related to grades or social judgment, the risk in this context involves exploring existential inquiries without the assurance of clear answers. Nevertheless, Seymour et al. (2020) contend that taking such risks is crucial for enriching students' comprehension of the human experience. Rather than focusing solely on the methods themselves, the key lies in encouraging students to confront the fundamental question of being human (Seymour et al., 2020, p. 96). This shift in objectives could change students' mentality of striving to have good marks all the time, especially in the Algerian University context, where students lost the will to discover ideas through literature to the point that they became frustrated after studying a literary work for a long time. The teacher did not insert it in the summative assessment. Departing from this later idea, let us look at the conceptualization of writing and assessment in dialogic literary argumentation.

2.3.1.11. Writing in Dialogic Literary Argumentation

Recognizing the complexity of mastering argumentation as a vital skill for academic achievement and knowledge generation, Seymour et al. (2020) underline that dialogic literary argumentation challenges allocating just one unit to argumentation annually. They explained that Such limited exposure may inadequately equip students for advanced writing tasks in higher education and hinder their ability to fully embrace diverse viewpoints. Instead, dialogic literary argumentation advocates for an ongoing, interactive process spanning the entire school year. Within this framework, students and educators engage in continuous inquiry, employing argumentation to investigate, question, and construct knowledge while engaging with intricate texts. This approach does not prioritize one writing mode over others but emphasizes the sustained cultivation of argumentation to enhance comprehension and critical thinking abilities. In assessing writing, they stress that the attention is directed towards discerning what is evident in students' written work, how it is interpreted, and how

these interpretations can spur additional learning and advancement. The central goal is to utilize assessment to acknowledge students' advancements and nurture their development within the dialogic literary argumentation model. Seymour et al. (2020) insist that teachers should observe how students engage with different facets of the human experience—are they receptive to diverse perspectives? Do they demonstrate open-mindedness? These indicators illustrate students' development in dialogic literary argumentation. Additionally, they accentuate that teachers should assess how students' writing functions as a tool for learning, inquiry, and proactive engagement. Educators can transcend fundamental structural concerns and generic notions of writing quality by consistently emphasizing dialogic literary argumentation throughout the academic year. Instead, they should prioritize argumentative approaches tailored to specific contexts rooted in the exploration of literature as a means to understand human complexities (Seymour et al., 2020, pp. 32–33). The application of such objectives for argumentative writing put the students in our research at ease when it comes to their writing assessment; we observed that students are highly influenced by the way they were assessed at University to the point that their goal is to meet the teacher's expectations of their writing, especially structural academic writing, resulting in a complete neglection of the essence of their argumentative writing content. In this regard, Seymour et al. explain that the conventional approach implies that writing follows a step-by-step progression from generating ideas to drafting, receiving feedback, revising, assuming clear steps, and individual authorship. However, within dialogic literary argumentation, writing is depicted as a multifaceted process that surpasses linear stages. It entails intricate meaning-making that does not occur in isolation but instead emphasizes collaboration among writers (Seymour et al., 2020, p. 98). Hence, we encouraged the students to use their discussions about literary works during the classroom in their argumentative writing tasks. The researchers added that teachers frequently modify their feedback and approaches according to changing circumstances, including tailoring writing strategies to suit various writing assignments. Additionally, they consider not only the written word but also each student's unique characteristics and endeavors, especially within the framework of dialogic literary argumentation, which promotes students' exploration beyond familiar territories. They further emphasize that It is essential for teachers to consider the larger context when evaluating students' writing and offering feedback. This context includes the history and environment of schooling, along with the unique experiences, aims, and perspectives of both students and teachers regarding what defines strong writing. Instead of applying a one-size-fits-all standard of writing quality, teachers understand that the effectiveness of writing varies depending on factors such as the writing situation, the goals of the writer, and the intended audience (Seymour et al., 2020, p. 99).

Seymour et al. (2020) observed Mrs. Glass's classroom, where her class demonstrated how teachers can nurture students' writing skills through customized methods of peer feedback and encourage students to evaluate their writing independently; this highlights the significance of teachers reflecting on previous writing challenges students have encountered and adapting their teaching methods accordingly. Moreover, they bring out the teachers' need to weigh various options, such as offering written feedback, conducting conferences, facilitating class discussions, or integrating peer review activities, when addressing writing issues (Seymour et al., 2020, p. 99). When this abductive method was used in our research,

students seemed to detach from the fear of impressing the teacher with their writing, and the essence of their writing became to convince and tailor a writing piece that addresses a broader audience. Essentially, teachers assess the writing and consider the complex dynamics and procedures involved when students participate in writing within educational environments. Seymour et al. (2020) add that to respond to student writing effectively; it is crucial to have a structured grasp of when and in what manner various forms of feedback can be advantageous. For example, when students provide personal experiences in the writing process, they should be treated carefully so as not to harm their perceptions of the matter and their engagement with the writing in the first place. When considering writing as a social endeavor, it is essential to acknowledge its multifaceted social roles as a means of communication, as a responsibility to consider the impact of one's writing on others, and as a tool for collaborative idea development within the classroom setting. Therefore, feedback given to students should be attuned to these social aspects of writing (Seymour et al., 2020, p. 100).

2.3.1.12. Content Over Structure

Many educators approach teaching argumentation as a rigid template or step-by-step formula. Both teachers and students often view it as a formulaic process, expecting that following the prescribed structure will automatically result in a well-formed argument. However, scholarly research indicates that this method overly fixates on structural elements, hindering students' capacity to generate original insights and leading to standardized writing formats like the five-paragraph essay. This heavy emphasis on structure neglects to foster deep critical thinking about the subject matter or its relevance to broader discussions. On the contrary, Seymour et al. (2020) point out that dialogic literary argumentation acknowledges the significance of structural elements in writing while intertwining them with exploring ideas and collaborative discussions among students. This approach encourages a richer and more meaningful interaction with the material (Seymour et al., 2020, p. 20). This approach must be applied in Algerian higher education, especially when observing the apparent red flags in students' summative assessment; more than 60% of their writings were stolen from internet resources or formulated, with more than 70% using AI. Mrs. Hill, one of the teachers Seymour et al. (2020) studied, initially focused on teaching argument structure in her 9th-grade Humanities classes, aligning with her department's approach. Nevertheless, as time passed, she recognized the drawbacks of this method and started seeing argumentation as an adaptable tool for both thinking and writing (Seymour et al., 2020, pp. 103–104). She departed from strict structures such as the five-paragraph essay. She adopted a flexible approach where the format adapts to the growth of the writer's ideas, assertions, evidence, justifications, and counterarguments, particularly in discussions about literature. Essentially, Mrs. Hill redirected her attention towards nurturing argumentation as a means of learning. Regarding evaluation, she moved away from the conventional emphasis on structure and instead assessed the richness and development of students' ideas and how they advanced throughout her course. Mrs. Hill constructed a rubric called the IB English HL self-assessment rubric for the students to assess their writing. We will consider this rubric as a reference to quantify assessment in our research. However, Mrs. Hill, despite attempting to prompt a discussion about the writing sample, the students concentrated more on superficial

aspects. Mrs. Hill needed to establish her authority, specify the assessment criteria, and direct the students to prioritize ideas when evaluating argumentative writing. She recognized that reinforcing this aspect requires additional time and effort (Seymour et al., 2020, p. 108). Seymour et al. (2020) proposed that observing Mrs. Hill utilizing student writing samples to demonstrate accountability for valued criteria can serve as a vital pedagogical tool. This method not only aims to enhance students' writing abilities but also seeks to cultivate a deeper understanding of argumentative writing while fostering a culture of idea-sharing within the classroom. When we used this method in our research, we observed that the students used each other's writing feedback sessions as a sample to work on their writings; it also opened their eyes to their peers' critical thinking skills, developing otherness even within the classroom. Mrs. Hill's instructional approach to teaching literature-centered argumentative writing is a prime example of this practice. She invested considerable time in this endeavor, orchestrating a sophisticated assessment process prioritizing students' development and comprehension as writers. Educators can transform the discourse surrounding assessment and writing proficiency by integrating student writing samples into instructional dialogues. Rather than solely focusing on test readiness or achieving high marks, as the researchers explain, this approach encourages students to grapple with the intricacies of argumentation and literary interpretation. It provides a framework for aligning expectations with specific writing tasks and empowers students to explore diverse perspectives on effective argumentative writing (Seymour et al., 2020, p. 121).

2.3.1.13. Assessment in Dialogic Literary Argumentation

The evaluation of dialogic literary argumentation, as explained by Seymour et al. (2020), commences with the educator's contemplation of classroom dynamics, encompassing student dialogues, receptivity to diverse viewpoints, the evolution of a standard literary discourse, and the atmosphere of trust and respect. Additionally, this introspection includes an assessment of the academic calendar's phase, expected hurdles, and chances for student involvement. They added that evaluation extends beyond the educator's domain; students actively participate in their own assessment and learning journey. Teachers seek to enable students to assess their engagement in dialogic literary argumentation independently; this entails jointly creating evaluation criteria with peers under the guidance of teachers who demonstrate the process, adjust criteria, and seek varied perspectives on the engagement quality for contemplation and implementation (Seymour et al., 2020, p. 32). They also highlighted that evaluation in dialogic literary argumentation is itself a collaborative effort, offering students chances to challenge assumptions and gain insights from peers' perspectives through interaction and discourse. Moreover, Seymoue et al. (2020) believe that planning the academic year around written assessments presents various obstacles. Firstly, it tends to reduce writing to an essential indicator of whether students have completed the required reading, neglecting deeper engagement with the text and collaborative discussion. Secondly, these assessments often confine students to a strict five-paragraph structure geared towards meeting the teacher's expectations rather than fostering innovative analysis. Lastly, such assessments may feel detached from the classroom environment, being completed independently and isolated from ongoing learning and collaborative efforts (Seymour et al., 2020, pp. 125–126). If we follow such objectives, we might address some of the main issues

of student engagement in EFL Algerian higher education and perhaps solve the problem of lack of communication of objectives between the teachers and the students. According to Seymour et al. (2020), educators can tackle the obstacles associated with structuring the curriculum around written assessments by embracing dialogic literary argumentation. They suggested that throughout the school year, teachers can guide students in transitioning from learning how to argue to using argumentation as a learning tool, focusing on the development of both written and oral literary analysis. They contend that students using this method are encouraged to approach analysis with an open mind, considering multiple perspectives and engaging in argumentation to enhance their comprehension. Rather than treating written assessments as final evaluations, they are seen as opportunities for students to convey their evolving interpretations of literature and argumentation (Seymour et al., 2020, p. 126).

While traditional methods focus on teaching reasoning methods and textual structures, dialogic literary argumentation aspires to a more profound objective. It strives to cultivate students' ability to listen actively, articulate their thoughts, and participate in broader discussions about human experiences. Here, reasoning and structure are tools to foster dialogue, empowering students to take active roles in conversations that resonate with them. Ultimately, the goal is to equip students for success in advanced education, professional environments, and community engagement by nurturing robust critical thinking skills. This transformative vision of education teaches students how to argue and use argumentation as a tool for learning and personal development. It is a vision that can inspire educators and researchers alike as we envision a future where students actively contribute to creating knowledge and understanding.

2.4. A Comprehensive Exploration of Metacognition in Cognitive and Educational Sciences

For over thirty years, scholars have delved into the intricate concept of metacognition, finding it multifaceted and open to various interpretations. Drawing from cognitive psychology, cognitive development psychology, and social development psychology, researchers seek to unravel the complexities of metacognition, which plays a crucial role in predicting human behavior. Piaget (1950) explored understanding knowledge and reflecting on one's own thinking processes from an early age, while Vygotsky (1962) stressed the significance of consciousness and deliberate control as children progress through schooling. The roots of metacognitive thought can be traced back to Plato, who hinted at the awareness of one's cognition, and Aristotle, who recognized the mind's capacity to go beyond mere sensory experiences, setting the stage for later inquiries into metacognition. However, it was John Flavell (1976) who formally introduced the term "metacognition," derived from "meta-memory," in his pioneering research during the early 1970s (Akturk & Sahin, 2011, p. 3730). Metacognition, also known as self-management, meta-mentation, or meta-learning, encompasses individuals' grasp and management of their cognitive processes. Definitions of metacognition vary among scholarly sources, but they generally center on individuals possessing insight into their cognitive structures and adept organization of this understanding. John Flavell's groundbreaking research in 1976 defined metacognition as individuals' comprehension of their cognitive processes and outcomes. Scholars such as Brown (1978)

and Wellman (1985) expanded upon this notion, stressing the significance of learners' awareness and structuring of their cognitive operations during learning and problem-solving scenarios. Metacognition entails individuals actively monitoring, adjusting, and directing their cognitive endeavors, enabling them to strategize, monitor, adjust, and assess their cognitive activities before, during, and after task execution. While definitions of metacognition may vary, the fundamental concept remains consistent: metacognition involves employing strategic oversight and control mechanisms throughout the learning process. The investigation into the term "metacognition" and its etymology reveals its roots in the Greek prefix "meta," signifying "about" and "cognition." Its introduction into scholarly discourse dates back to the late 1970s, particularly with Flavel's 1976 definition, which characterizes metacognition as "one's understanding of their own cognitive processes or anything associated with them." This definition encompasses awareness of aspects relevant to learning and the capacity to oversee and regulate one's cognitive functions (Flavell, 1979). Flavell adds that metacognitive knowledge involves an individual's internalized comprehension or beliefs about themselves and others as thinkers, the nature of tasks, various strategies, and how these factors interplay to impact the results of intellectual undertakings. Cognitive experiences, on the other hand, are the conscious cognitive or emotional occurrences that occur during these activities, often involving evaluations of their advancement or efficacy (Flavell, 1979, pp. 906–911). Subsequently, scholars, researchers, and cognitive psychologists have refined the concept, providing more detailed definitions beyond "thinking about one's thinking." These enhanced definitions often incorporate elements influencing learning, such as self-awareness, comprehension of tasks, strategic planning, and the monitoring and evaluating of cognitive processes. For instance, Swartz and Perkins (1989) delineate metacognition as "recognizing one's thought processes to guide them appropriately" (Swartz & Perkins, 2018)

Shimamura (2018) suggests that metacognition, the understanding of our own knowledge, is vital for successful learning. It involves overseeing learning processes, like checking understanding of new content and adjusting future actions accordingly, such as deciding if more study is needed. The generation effect, where generating information boosts learning and acts as a gauge of understanding, plays a vital role in this process. Furthermore, stimulating learners' interest, selecting pertinent information, merging new knowledge with existing mental frameworks, and effectively recalling information are all crucial factors for success in learning (Shimamura, 2018). The concept of metacognition encompasses more than just cognitive functions; it also involves managing and influencing students' attitudes and approaches to learning. Fusco and Fountain (1992) elaborate that metacognition includes supervising and directing students' self-perceptions, attitudes towards persistence, views on work, and understanding of personal responsibility in achieving objectives. These outlooks are considered dispositions for thinking and learning, essential qualities for equipping students to navigate real-world challenges. In summary, metacognition goes beyond cognitive strategies; it fosters positive attitudes and mindsets supporting successful learning and problem-solving across different scenarios. This practical application of metacognition in learning not only empowers educators but also motivates them to incorporate these strategies in their teaching practices.

We should highlight that metacognition and critical thinking are distinct concepts, yet critical thinkers often employ metacognitive strategies, sometimes without being consciously aware. At the beginning of the course in this research, we noticed that students unconsciously encompass many metacognitive strategies in their learning. These strategies apply at various cognitive levels, spanning higher-order critical thinking and lower-level cognitive tasks. Metacognitive techniques are not confined to advanced thinking; they can also be utilized for fundamental cognitive processes like knowledge acquisition and comprehension. The crucial disparity lies in the awareness of one's own cognitive processes. Kolencik and Hillwig. Kolencik and Hillwig. (2011) highlights that educators should avoid assuming learners utilize metacognition solely based on demonstrating higher-order thinking abilities. It can be challenging for learners to recognize and articulate their own thinking processes. Metacognitive skills should mirror actively managing learning processes, including planning, selecting strategies, monitoring progress, correcting errors, evaluating strategy effectiveness, and adapting behaviors and approaches as necessary. This clarification of the relationship between metacognition and critical thinking not only enlightens the audience but also equips them with a deeper understanding of these concepts for effective application in their educational practices.

Webb (2021) explains that metacognition, despite its age, boasts nearly half a century of research backing its efficacy. Grounded in cognitive science and our grasp of how learning works best, metacognition is now a cornerstone of education. Foundational pedagogical principles like cognitive load theory, formative assessment, generative learning, retrieval practice, and modeling naturally integrate metacognitive concepts. Additionally, numerous educators already integrate metacognitive strategies into their teaching, whether they realize it or not. They understand that nurturing independent, driven, and self-aware students yields better outcomes (Webb, 2021, pp. 17–18). She added that metacognition and self-regulated learning have encountered skepticism and doubt within educational circles. They have been lumped together with other debunked theories like learning styles and multiple intelligences, which has tarnished their reputation. Some argue that these concepts clash with the current trend favoring evidence-based, traditional, knowledge-focused curricula and classroom methods (Webb, 2021, p. 19). We support this idea by observing classes in Algerian higher education, where the use of metacognition is done haphazardly and with no awareness, which we find as not productive for classroom outcomes. Teachers should acknowledge these varied forms of knowledge, considering individual differences, task objectives, and suitable contexts for applying strategies. Educators can elevate teaching quality by supporting the cultivation of these different knowledge types, ultimately fostering better learning outcomes in EFL classrooms (Bozorgian & Alamdari, 2018, p. 132) since metacognition entails overseeing and managing one's cognitive functions. It also includes individuals' understanding of their cognitive operations and their capacity to leverage this understanding to aid in learning fresh material (Abdelwahab, 2020, p. 99); this does not apply only to the students but also to teachers' practices in the classroom; this necessitates an understanding of the essential components of metacognition in educational contexts.

2.4.1. Understanding and Managing Learning: The Dual Components of Metacognition

Baker and Brown (1984) propose that metacognition consists of two essential elements. First, students understand the procedures required to complete a task effectively, and second, their capacity for cognitive monitoring allows them to evaluate task execution accuracy and implement any required adjustments (Baker & Brown, 1984). Marzano (1988) explores these aspects in his publication "Dimensions of Thinking." Expanding on this, Winn and Snyder (1996) propose that metacognition entails a dual process of real-time monitoring of learning progress and adapting strategies if performance is deemed insufficient. They stress metacognition involves introspection, accountability, awareness, setting objectives, and managing time (R. Marzano, 1998).

To simplify the intricate concept of metacognition, we can categorize it into three critical components based on educational principles and research by Tova Michalski (2013):

- **Metacognitive knowledge:** encompasses the learner's grasp of the current task, self-awareness regarding their learning style, and familiarity with strategies that facilitate task completion.
- **Metacognitive regulation:** This pertains to the learner's ability to strategize, monitor, and assess their learning process in real-time, effectively utilizing their metacognitive knowledge.
- **Metacognitive motivation:** This dimension evaluates the learner's eagerness to participate in a task, influenced by their interest in the activity and confidence in their capability to succeed, often called self-efficacy (Michalsky, 2013).

Understanding the learning process involves choosing the most appropriate method for a given learning task, self-assessment, and the discernment of when and why various strategies should be applied in studying or problem-solving. Students with robust metacognitive skills excel in goal setting, task organization, method selection, and adaptability in strategy usage. Metacognitive recognition entails intentionally contemplating one's cognitive processes and grasping the art of effective learning (Kolencik & Hillwig, 2011, p. 6). Strategic learners actively organize their thinking using different methods, while reflective learners use strategies, reflect on their thinking, and adapt their approaches (Swartz & Perkins, 2018). In essence, teachers need to be aware of students' varying developmental stages and levels of metacognitive skills to teach them effectively.

2.4.2. Empowering Students through Metacognitive Strategies: Enhancing Learning and Academic Success

Research findings suggest that providing direct guidance in metacognitive strategies enhances learning. Explicit instruction in these cognitive techniques is beneficial, and although students may take time to use them independently, doing so can significantly improve learning results. Moreover, Schunk (2008) suggests strong metacognitive skills can offset lower intellectual abilities; this implies that teaching metacognitive skills might be especially beneficial for students facing academic challenges, as metacognitive abilities seem to operate independently of other intellectual capacities (Kolencik & Hillwig, 2011, p. 7); this

is one of the main ideas that let us look at metacognition in this research, after observing the various problems highlighted in teaching literature in EFL Algerian higher education. The existing body of literature consistently highlights the beneficial effects of instructing students in metacognitive skills for boosting their academic success. These research findings emphasize the importance of integrating such skills into educational practices.

Fostering metacognitive learners is essential for achieving academic excellence, as highlighted by Tomlinson and McTighe (2006). They contend that the highest achievers demonstrate metacognitive abilities, indicating an awareness of their learning process. These learners grasp their learning preferences, assess their progress, and establish personal learning goals. In contrast, they demonstrate that less successful learners need help identifying their learning preferences and employing effective strategies. In contrast, successful learners actively pursue success by thoughtfully choosing and adapting their learning approaches (Tomlinson & McTighe, 2006).

While teachers can apply metacognitive techniques successfully in their own classrooms, their full potential is realized when embraced as a holistic approach across the entire school community. This broader implementation goes beyond traditional academic learning, aiming to cultivate students' ambition and long-term vision, empowering them to surpass the limitations of exams and fixed benchmarks (Webb, 2021, pp. 21–22); this aligns with our previous interpretation of dialogic literary argumentation in trying to overcome the deeply ingrained focus on structures and alternation to a more content approach. Metacognition focuses on actions that enhance learning results. Metacognition is essential for learning across different dimensions, such as acquiring, understanding, remembering, and applying knowledge. It also enhances learning efficiency, critical thinking, and problem-solving skills. Cognitive awareness enables individuals to effectively manage their thought processes and learning activities (Hartman, 1998, pp. 1–3). As a result, students with advanced metacognitive abilities can oversee their learning progress, articulate their comprehension of material, adapt their knowledge, and craft fresh learning methodologies. Those leveraging metacognitive skills demonstrate heightened self-awareness regarding their academic strengths and weaknesses (Faravani & Atai, 2015).

Since we are referring to teaching literature in foreign language education, fostering metacognitive awareness in students can yield significant benefits for their academic and language proficiency.

By utilizing diverse learning approaches, students can bolster their metacognitive awareness while studying, thereby facilitating the application of these techniques and competencies across various learning settings (Abdelwahab, 2020, p. 100). Teng's (2020) research explored how group feedback and self-explanation guidance influence the advancement of writing skills, metacognitive awareness, and transfer ability in EFL Chinese students. The study comprised 120 participants. The findings indicated that group feedback guidance resulted in superior mean scores across all metrics compared to self-explanation guidance. Qualitative analysis of the data unveiled that students employed diverse metacognitive strategies, effectively fulfilled their assigned tasks, and attained an elevated level of metacognitive awareness (Kong & Teng, 2020). Kong and Teng advocate that although assessing metacognitive knowledge poses difficulties, studies indicate its significance in aiding young students' comprehension of their learning process, particularly in tasks such as understanding

texts. They explain that there is an understanding that young learners progressively acquire metacognitive knowledge, which plays a pivotal role in handling the information essential for completing learning activities. Moreover, they feature that there is an implication that a student's initial level of metacognitive knowledge could impact their awareness and future growth in this domain (Teng & Zhang, 2022, p. 3). Although the later information sounds negative for adult learners, there is always time to promote this skill and reach some point of self-regulation, mainly since adults perform more independently than young Learners.

Instructing metacognitive strategies aims to elevate students' awareness of their learning process. Metacognition encompasses recognizing oneself as a learner, grasping academic tasks, and applying suitable strategies to address them. As students master metacognitive strategies, they cultivate self-assurance and independence in their educational endeavors. This newfound autonomy instills a sense of responsibility as students realize their capacity to pursue their intellectual curiosities and explore diverse knowledge. Kolencik & Hillwig (2011) call attention to educators' duty to identify, foster, and enhance the metacognitive skills of every learner (Kolencik & Hillwig, 2011, pp. 7–8). They added that students with well-established metacognitive abilities establish goals, plan activities, adopt suitable learning methods, and adapt strategies as needed (Kolencik & Hillwig, 2011, pp. 8–9); this typically entails teachers demonstrating and directly teaching metacognitive awareness.

When utilized successfully, metacognition can lead to profound transformations. Unlike conventional educational methods, metacognition reaches beyond academic realms and can profoundly influence multiple facets of a student's life while reflecting on any subject area they are learning. For example, if students reach high levels of metacognitive awareness, that could bring changes into their personal lives by being aware of the characters in a literary book and how they relate to them. As Webb (2021) explained, through metacognitive skills instruction, young individuals develop the ability to manage their emotions, surmount obstacles, and devise effective strategies. Essentially, metacognition revolves around self-awareness, enabling individuals to purposefully direct their cognitive and emotional resources (Webb, 2021, p. 125). Since we established the enhanced learning outcomes and instructional benefits of metacognitive awareness and its potential for promoting self-regulation and independence, we need to discover ways to maintain the continuous use of these strategies in educational settings.

2.4.3. Beyond Quick Fixes: Implementing Sustainable Metacognitive Strategies in Education

Cognitive strategies are teachable and can be nurtured in every learner, with research findings consistently highlighting the favorable results of such efforts. Webb (2020) highlighted that metacognition cannot be boiled down to a list of must-do tasks or basic classroom exercises like reflective sessions or worksheets. Genuine metacognitive practices encompass diverse behaviors that demand ongoing, steadfast dedication to make a meaningful impact (Webb, 2021, p. 19). She adds that implementing effective changes in education requires dedication, perseverance, and a commitment that extends beyond the short term. While schools often embrace new strategies eagerly, they may discard them prematurely if immediate benefits are not apparent. For example, there is an eagerness to

implement student-centered classrooms, while all research shows that traditional approaches are still permanent and persistent. Webb (2020) proposes that genuine success demands educators' investment in comprehending the cognitive science underpinning learning and how metacognitive methods can enhance this process. This understanding evolves gradually and requires patience (Webb, 2021, p. 20). Furthermore, she characterizes the conventional school framework as rigid by time constraints and accountability metrics focused on immediate outcomes, which can impede sustainable, lasting progress; this perpetuates a cycle where schools prioritize quick wins over enduring growth, hindering overall improvement. Escaping this cycle necessitates a shift in mindset towards valuing long-term educational objectives and embracing strategies that may require time to demonstrate tangible results; this is why longitudinal research is quite rare when applying different Innovative approaches. She proclaims that the fundamental goal of education is to cultivate self-reliance in students, equipping them to navigate life's intricacies independently. Empowering them to utilize their knowledge and abilities autonomously is vital for thriving in diverse scenarios; this could also lead to lowering the tension that the teachers are undergoing in applying different academic avenues. While some obstacles mirror familiar academic endeavors, like university lectures, others present fresh situations, such as assuming new roles or responsibilities. Successful teaching should enable students to confront familiar and unfamiliar challenges with assurance and flexibility (Webb, 2021, p. 21). Teachers are pivotal in guiding students to understand and oversee their cognitive functions, thus empowering them to become self-reliant and autonomous learners (Kolencik & Hillwig, 2011, p. 9).

Metacognition progresses as individuals actively engage in conscious cognitive experiences known as metacognitive experiences. Various strategies, termed scaffolding methods, aim to promote these experiences and nurture metacognitive development in learners. Some methods involve modifying the learning environment by presenting students with metacognitive challenges, such as using prompts, cues, and questions or demonstrating thought processes. Alternatively, students may engage in metacognitive tasks through activities like reflective writing, and group discussions focused on learning strategies. Jin and Kim (2021) pointed out that researchers propose integrating metacognitive scaffolds into routine science learning activities rather than isolating them from scientific concepts and skills to enhance metacognitive growth. This approach aligns with the immersion-oriented argumentation scaffolding method (Jin & Kim, 2021, p. 5); this is what we strive to implement in our understudied research through implementing metacognitive scaffolds into literature teaching while considering argumentation scaffolding. Costa (1991) suggests that teachers should adopt a comprehensive approach to instruction that addresses teaching for, of, and about thinking within the classroom. Prior to delving into teaching strategies aimed at fostering critical thinking, Costa highlights the necessity of establishing an environment conducive to such learning, which he terms the "thoughtful classroom; "this involves employing a range of tactics, including presenting challenging problems, encouraging active student engagement in problem-solving, positively acknowledging student contributions, maintaining an open and accepting atmosphere, encouraging experimentation and risk-taking, demonstrating effective thinking strategies, facilitating communication among students, educators, and parents, and aiding students in understanding their problem-solving methods and preferred learning approaches. These methods are integral for cultivating critical thinking

abilities and nurturing a culture of thoughtful inquiry among students (Costa, 2007). Similarly, Webb (2021) states that becoming proficient in metacognition demands a blend of skills, knowledge, and self-reliance that evolves gradually over time. She asserts that merely incorporating metacognitive exercises in the classroom will not suffice to nurture genuine metacognitive learners. Instead, metacognition should serve as an overarching framework woven into every aspect of teaching and learning. For instance, educators can infuse a metacognitive perspective into lesson planning to enhance the learning experience. By integrating metacognitive queries and cues throughout the teaching process, students are prompted to introspect about their learning progress, discern areas of strength and weakness, and chart strategic paths for future learning pursuits. This deliberate instructional strategy fosters active student engagement and precludes passive learning tendencies. With consistent guidance and phased-out support, students can mature into adept metacognitive learners who steer their learning endeavors with clarity and purpose (Webb, 2021, pp. 24–28); this methodology would adapt very well to the objectives of foreign language teaching, especially literature classrooms, where students interact collaboratively with texts that maximize self and peer reflections. In a similar context, Wilson and Bai (2010) propose that metacognition is not extensively prioritized in classrooms; instead, teachers tend to focus more on assessing comprehension than actively instructing it. The authors question whether teachers truly comprehend what is necessary to cultivate a learning atmosphere that fosters metacognitive skills (Dypedahl, 2018, p. 23).

Dypedahl (2018) referenced a survey held in a Norwegian education setting; language teachers were asked about their views on the importance of reflection in language learning within their classrooms. The survey included questions about attitudes and facts, all related to how language learning processes and metacognition are perceived in the curriculum. Findings from 145 teachers showed that most recognize the value of students' learning and reflect on strategies for language acquisition. Additionally, many teachers reported spending class time explaining different learning strategies and demonstrating how to use them. However, the survey also found a gap in how metacognition is implemented. Only a few teachers offer opportunities for students to explore and reflect on strategies independently, set goals, and assess their own performance. Furthermore, many teachers acknowledged their limited understanding of metacognition instruction and needed further training before incorporating it into their teaching methods (Dypedahl, 2018, pp. 23–24); the same case was reported in Algerian foreign language classrooms they interviewed with teachers reflected a lack of understanding in the different aspects of the integration of self-awareness for students. Additionally, teachers reported infrequent reflection on language learning processes with students and minimal consideration of how strategies used for previous learning could be applied to new language contexts; this underscores a gap in practice, indicating that opportunities for students to activate prior knowledge, reflect on language learning processes, and transfer learning strategies to new situations are not fully utilized in language classrooms. Teachers generally hold a favorable view regarding the importance of focusing on learners' metacognition, engaging their prior knowledge, and improving their language learning awareness. However, there is a lack of comprehension of effectively incorporating methods that encourage learners' metacognition. Despite acknowledging the potential advantages of adopting a metacognitive teaching approach, many teachers lack the necessary expertise and

training to integrate it into their teaching practice successfully. Neuner (2009) proposes that for changes in teaching methods to be successful, teachers must have confidence in the effectiveness of new approaches, receive adequate training, and have access to suitable teaching resources. Hence, there is a clear imperative for teachers to enhance their understanding of metacognition and metacognitive instruction to fully leverage its potential to enhance student learning (Dypedahl, 2018, p. 24).

Kolencik and Hillwig (2011) elaborated that to teach students metacognitive skills effectively, educators need to delve into the language used for thought. Effective communication about thinking processes plays a critical role in education. Known as the "language of thinking," this mode of communication is essential for nurturing profound comprehension and intellectual development in students. Tishman and Perkins (1997) point out that this language must be utilized more in classrooms and educational resources. By employing precise terms such as "predict," "reflect," "explain," "classify," "hypothesize," and "justify," educators can accurately articulate and elucidate intellectual activities, thereby enhancing students' lexicon and fostering sharper cognitive abilities (Kolencik & Hillwig, 2011, p. 14). The research by Marzano in 1998 underscores the effectiveness of metacognitive talk in improving student learning outcomes. Despite its proven benefits, teachers might hesitate to incorporate discussions focused on thinking processes due to concerns about student comprehension. Nonetheless, Marzano contends that teachers can overcome this hesitancy through increased awareness and practice, ultimately integrating metacognitive talk and strategies into their teaching routines as they observe the positive impact on student learning (R. Marzano, 1998). Similarly, Costa emphasizes the significance of teachers using language that triggers thinking, termed "speaking cogitare." This approach entails utilizing specific cognitive terms instead of abstract ones when teaching students. According to Costa, employing cognitive terminology enables students to internalize these terms and integrate them into their vocabulary over time, which enhances their comprehension and cognitive growth (Costa, 2007).

Kolencik and Hillwig (2011) introduced another essential value in developing metacognition: teachers play a vital role in enhancing students' cognitive awareness and fostering meaningful learning by framing questions using cognitive language. They explained that students benefit from queries that compel them to justify their viewpoints rather than providing quick, shallow responses. For instance, instead of inquiring about 'why the author wrote this in that time,' teachers can pose questions encouraging hypothesis creation and critical examinations like 'If the time was different, would this have happened?'. Such inquiries prompt students to engage in comprehension, explanation, decision-making, inference, and argumentation, promoting deep thinking and increasing their understanding (Kolencik & Hillwig, 2011, p. 16). The authors added that teachers should establish a thoughtful learning climate, fostering awareness of one's thinking processes; this includes how teachers demonstrate, anticipate, communicate, engage with students, and schedule time for reflective learning exercises. Together, they claim, these aspects help shape a classroom environment that encourages the development of metacognitive abilities and self-directed learning among students (Kolencik & Hillwig, 2011, p. 17).

Although research can provide valuable guidance on effective teaching methods, numerous classroom teachers may need more time or inclination to delve deeply into academic

literature. For example, teachers and students in Algerian higher education have to undergo a considerable amount of input throughout semesters regarding more than eight modules, each with its requirements; it is a stressful process; however, if we consider the long-term benefits of developing self-awareness, we will strive more to dedicate time for its implementation and reduce the burden we are suffering from. Successful educational leadership recognizes this challenge and stresses the need for teachers to interact with research meaningfully tailored to their specific context. The objective is to bridge the gap between theoretical insights and practical implementation in the classroom, empowering teachers to utilize evidence-based teaching approaches with confidence and efficacy (Webb, 2021, p. 121).

2.4.4. The Role of Metacognitive Strategies in Educational Success

Metacognitive learners take charge of their learning journey by actively monitoring and adjusting their study methods. They recognize the importance of understanding their learning processes as much as grasping the course material. Key to this approach is the use of diverse study strategies to meet specific goals, followed by a critical self-evaluation of how effective these strategies are in achieving those goals. Based on this assessment, they refine their approach, constantly refining and adapting their methods to maximize their learning results. Essentially, metacognitive learners proactively manage their learning experience, continuously reflect on their techniques, evaluate their impact, and make necessary adjustments to enhance their learning outcomes (Kolencik & Hillwig, 2011, p. 116). A learning approach influenced by Tova Michalski emphasizes that regular engagement strengthens neural pathways, easing task execution. These skills become second nature through consistent practice of metacognitive skills, such as connecting concepts and autonomously choosing strategies (Michalsky, 2013). This method highlights the importance of actively guiding students to participate in their learning journey, nurturing metacognitive abilities that progressively enhance learning outcomes.

Many educators incorrectly assume that students possess the necessary study skills for academic achievement; this is why we noticed that in higher education, especially the first years of students entering the University, teachers in their classrooms with the idea that students have already built the necessary skills to deal with complex input of all the major modules. However, we need to know that those students come from high school with very minimal knowledge of their learning awareness or using higher order thinking since most of their learning was rooted in rote memorization, except for some scientific subjects where it is more of an exact knowledge than an influencer of critical thinking. Similarly, studies suggest that only a few teachers actively teach study techniques, assuming students will naturally pick them up. Nonetheless, Simpson and Nist (1990), as cited in Kolencik and Hillwig (2011), contend that explicitly instructing students on the mechanics of study strategies and when to employ them is crucial. They propose that teaching these strategies should involve thorough explanations, discussions on their significance, live demonstrations, practical examples, and guidance on assessing their effectiveness. Furthermore, educators should facilitate hands-on practice where students apply these strategies to actual course tasks, accompanied by constructive feedback (Kolencik & Hillwig, 2011, p. 116). To summarize, effective teaching of study skills demands deliberate guidance, practical exercises, and ongoing support to

ensure students acquire the essential competencies needed for academic success; this is why research shows that when teachers establish demanding standards and underscore the importance of effective study techniques, students demonstrate improved academic performance. In essence, when educators set high expectations and promote the value of good study habits, students are more likely to succeed academically; this shows teachers' profound influence on student outcomes. Sadly, when teachers began to implement student-centered classrooms, especially in higher education, they treated students and pointed at them as researchers; while researchers can dig deep to find specific information, it is impossible to implement any prior knowledge or new knowledge without strategic guiding and efficient proficiency, we should not mix student-centeredness with neglecting the fact of our focal role in shaping their lifelong proficiency in any subject matter.

The context in which learning takes place is vital, incorporating elements such as environment, lighting, noise, and climate. Teachers are encouraged to offer advice on cultivating an ideal study setting. Moreover, there is an emphasis on the significance of instilling organizational abilities in students as part of developing metacognitive learners. While some individuals may possess these skills intuitively, others require direct instruction in arranging their tasks, handling time, recording notes, navigating tests, and evaluating their progress. These competencies are fundamental for successful learning outcomes and academic achievement (Kolencik & Hillwig, 2011, pp. 119–142); this particular point could be referenced in the type of materials and media used in the classroom, students nowadays, especially after COVID-19 are more prompted to use Advanced Digital devices, and we as teachers have to follow up and implement as much as possible contemporary materials that could relate to students interests and motivations. Kolencik and Hillwig accentuated that by employing effective methods, teachers can empower students to manage their learning and set objectives. Additionally, they insisted on educators cultivating an atmosphere where students are encouraged to think critically and engage deeply with course material; this entails understanding students' thought processes, their approach to learning tasks, and their awareness of their cognitive functions. Ultimately, promoting metacognition encourages students to become proactive participants in their educational journey, leading to enhanced comprehension and proficiency in the subject matter (Kolencik & Hillwig, 2011, pp. 145–146). They also assured that when educators integrate dynamic learning methods to enhance metacognition, they enable diverse learning experiences and communicate a more profound educational ethos. Through continually promoting metacognitive skills, teachers exemplify that classroom objectives surpass mere academic performance; they also aim to cultivate self-reliant learners capable of critical thinking and practical learning. By embedding metacognitive approaches within the learning milieu, educators instill in students a sense of autonomy and active participation in their learning process (Kolencik & Hillwig, 2011, p. 146). However, we should not forget that students do not interact independently in the classroom, which leads us back to collaborative learning.

Individuals derive meaning from their interactions with others and the utilization of language, a principle underscored by Vygotsky. He stressed the significance of social engagement and linguistic communication in advancing advanced cognitive abilities. Vygotsky contended that learning unfolds through discussions and cooperative efforts with individuals possessing more excellent knowledge, like instructors, peers, or guardians. Webb

(2021), while Vygotsky made the connection entailing that within the framework of metacognition, Vygotsky's theory proposes that individuals initially depend on external direction and social interchange to manage their cognitive processes and learning. With time, through these social exchanges and language utilization, individuals internalize these procedures and cultivate the capacity to regulate their thoughts autonomously. Vygotsky's concept of the Zone of Proximal Development (ZPD) encapsulates this transition from external to internal regulation. It denotes the disparity between a learner's independent capabilities and what they can achieve with a more knowledgeable individual. Vygotsky's notion of the shift from outward to inward speech, or from social interaction to individual self-dialogue, mirrors the gradual assimilation of cognitive processes through social interaction and language usage. This assimilation process culminates in advancing superior cognitive functions and, ultimately, independent thinking and problem-solving skills (Webb, 2021, p. 43). According to Winne (2017), self-regulated learning (SRL) unfolds in four key stages. Initially, learners assess their surroundings and internal recollections to identify pertinent factors for the forthcoming task, forming their contextual understanding. Subsequently, in Phase 2, they set objectives and devise strategies to achieve them. Phase 3 involves the actual task execution, during which learners meticulously oversee their learning process, utilizing diverse cognitive operations, study techniques, and learning approaches. This oversight includes evaluating the congruence between internal and external conditions and predetermined benchmarks. For instance, if a learner perceives a moderate level of efficacy and anticipates needing assistance, they might experience slight anxiety and establish a goal to seek support. Plans are then formulated as precautionary measures (e.g., checking a friend's availability) or immediate actions (e.g., messaging a friend when assistance is required). Each plan undergoes continuous assessment to gauge its effectiveness in mitigating anxiety. Phase 4 signifies the stage where learners may substantially adapt their approach for future tasks based on their learning experiences (Webb, 2021; Winne, 2018). As students acquire these advanced mental functions, they transition significantly from being influenced by their surroundings to actively managing their behavior. This transition involves mastering cultural tools like language and other symbolic systems, which empower them to regulate their physical, emotional, and cognitive processes (Webb, 2021, pp. 43–46). What we can understand from the analysis, as mentioned earlier, is that every self-regulated action in learning is rooted in collaboration; the environment and the guidance of peers and teachers are the starting point, not the other way around. In essence, by deliberately utilizing these methodologies, educators can foster students' progression and self-awareness, fostering a more profound insight into themselves, their surroundings, and their educational voyage.

Research based on evidence emphasizes the significance of effective teaching methods to nurture students' uniqueness and creativity, aiming to foster independence and lifelong learning. Various educational frameworks, such as Wiggins and McTighe's "Understanding by Design" (2005), offer valuable support for educators in crafting, assessing, and adapting study units to promote profound learning aligned with modern standards. These frameworks introduce six dimensions of understanding that serve as criteria for evaluating the depth and quality of student comprehension, leading to the enhancement of metacognitive abilities. These six dimensions include:

- **Explanation:** Concisely summarize and demonstrate important concepts and ideas.

- **Interpretation:** Making sense of interpretable content, such as texts, data, artwork, and arguments.
- **Application:** Applying acquired skills and knowledge in new and authentic situations.
- **Perspective:** Analyzing situations from an impartial viewpoint and recognizing diverse perspectives.
- **Empathy:** Understanding and empathizing with others' thoughts, experiences, and motivations.
- **Self-knowledge:** Cultivating self-awareness is essential for reflecting on one's progress and development as a learner (Kolencik & Hillwig, 2011).

This emphasizes the importance of employing various teaching strategies to foster students' growth into independent thinkers capable of profound learning and reflective thinking. We will later use these six dimensions to bridge the small gap between applying Metacognitive strategies and the main objectives of dialogic literary argumentation.

Kolencik and Hillwig also call attention to teachers' influence over metacognition through the way they shape learning objectives. They even look at the choice of verb, signaling the thinking students are expected to employ. Verbs such as "analyze," "compare," "evaluate," "debate," "categorize," and "organize" indicate higher-order cognitive processes. They highlighted that It is essential to acquaint students with such terminology, as these verbs are designed to trigger metacognitive reflection. It is crucial to encourage students to contemplate their own thinking in response to assigned tasks. Employing verbs like "analyze" is a common instructional strategy that prompts students to recall past instances of analysis and the strategies they employed. They further explain that recalling previous strategies is a pivotal element in the metacognitive puzzle (Kolencik & Hillwig, 2011, p. 149). Hence, they proclaimed that engaging prior knowledge is a metacognitive exercise in its own right. At the beginning of a lesson, students are encouraged to consider their existing understanding of the topic or draw from past experiences related to the current task. They insisted that this initial part of a lesson is pivotal for fostering metacognition, especially when educators purposefully incorporate metacognitive strategies into their instructional planning (Kolencik & Hillwig, 2011, p. 149). Similarly, Webb (2021) accentuated the same point, stressing that people who possess high metacognitive skills approach new challenges with a reservoir of prior experiences and knowledge. She explained that they leverage past encounters rather than starting from scratch to discern patterns, select appropriate strategies, and foresee potential adjustments. In this research, this kind of activation was used in every part of each lesson, highlighting the importance of activating prior knowledge not only about previous lessons in the literature classroom but also within the same discussion and to the knowledge of the world around the students. Webb stated that students, in this manner, maintain vigilance over their performance throughout the task and engage in reflective analysis afterward. She expressly implied that this heightened metacognitive awareness empowers individuals to confront life's hurdles adeptly, transcending academic and professional boundaries. It represents the pinnacle of independence that educators strive to cultivate in their students (Webb, 2021, p. 21).

Educators can effectively integrate metacognitive strategies into their lesson plans by considering the foundational principles of instructional design. The challenge lies in ensuring

that teachers demonstrate metacognition and guide students toward independently practicing metacognitive processes, such as self-monitoring and self-reflection. Eventually, the aim is for students to internalize these processes and critically assess their own learning, thereby fostering independence and effectiveness in their learning journey; this is challenging; even though many researchers offered teachers lists of classroom tasks, this does not aid their professional growth or adaptability to different teaching scenarios. Implementing a classroom that embraces metacognition is nurtured not only by the simple use within every teacher's classroom but metacognition should be integrated as an approach to the education building its foundation starting from curriculum design.

2.4.5. Optimizing Feedback in Metacognition

Webb (2021) underscores the importance of feedback in teaching and learning, indicating that it plays a vital role that often surpasses even metacognitive practice. However, she suggests that feedback in education can sometimes suffer from being overly simplistic. The writer also critiques specific approaches, arguing that, in many instances, the simplicity and effectiveness of feedback are compromised by these unnecessary complications (Webb, 2021, p. 54). Emphasizing the necessity of maintaining the efficacy of feedback in education while avoiding unnecessary complexities that might detract from its impact, she highlights that feedback is not a static set of materials but rather a dynamic and essential component of teaching behavior within the classroom. It varies from simple nonverbal cues like a nod to more elaborate comments on student work, followed by structured tasks for enhancement. It stresses the importance of employing diverse feedback methods in educational settings. We could say that even the teacher's silence after the students have specific arguments is a form of feedback, actually without the enhancement and excessive attention to the practical application of feedback in the classroom, both metacognitive strategies and the objectives of the school, for example, in our research dialogic literary argumentation, would fall victim of this misuse and lose essence. Moreover, Webb emphasizes the interconnectedness of feedback and metacognition. She believes timely and effective feedback allows students to accurately evaluate their learning and apply metacognitive techniques to enhance their performance. For example, feedback on misconceptions using argumentation elements prompts students to plan for improvement and monitor their progress in subsequent argumentation. Similarly, feedback on argumentative writing performances prompts students to engage in metacognitive strategies, such as using more warrants to improve arguments (Webb, 2021, pp. 54–55). Ensuring that student reflection is consistently integrated into feedback processes is essential. Feedback should prompt students to reflect on their performance, considering strengths and areas for improvement and determining strategies for enhancement. This reflective approach can be incorporated into various feedback techniques. Webb highlighted that reflection does not necessitate complex tools; instead, she underscores the importance of fostering ongoing reflective habits to aid students in evaluating their progress (Webb, 2021, pp. 56–59). The core idea is to establish student reflection as a fundamental and regular component of feedback processes to cultivate self-awareness, self-assessment, and self-regulation.

Literature urges readers (Students) to make personal responses that are unique while considering collective perspectives, and based on Bakhtin's dialogism as well as the importance of argumentation in promoting aesthetic experiences due to being emotionally involved in reading, this emphasizes students' creative roles as readers. Hence, they need metacognitive strategies when transacting with the text in which they select ideas and synthesize them into new experiences. From this, we can say that argumentation, dialogic teaching, and metacognition are all interrelated when dealing with the literary text.

2.5. Exploring Connections: Metacognition and Dialogic Argumentation in Educational Contexts

Dialogic instruction corresponds with social constructivist learning theories, which propose that students actively construct knowledge. In dialogic instruction, participants participate in conversations where they collaboratively generate, defend, and assess various perspectives, resulting in fresh insights. Through this interactive process, individuals develop broad intellectual tendencies, which they can utilize when tackling intricate issues (Reznitskaya, 2012, p. 448). From Reznitskaya's point here, we understand that to argue collaboratively, students need higher-order thinking skills, like critical thinking, and since critical thinkers should possess the tendency to be metacognitively aware of their learning, we can make the relation more apparent. Within social constructivism, learning is viewed as a collaborative process, with dialogue as a critical mechanism for co-constructing meaning. Dialogic instruction involves participants actively questioning and evaluating different perspectives, leading to the development of critical thinking skills and a deeper level of understanding. This approach fosters positive attitudes towards collaboration and encourages students to reflect on their values and beliefs and those of others. By facilitating meaningful peer interaction, dialogic teaching provides practical opportunities for students to enhance their critical thinking abilities and disposition. Hence, it is a valuable instructional approach for nurturing critical thinking (Hajhosseiny, 2012, p. 1360). However, students do not possess the innate ability to ask questions and reflect; even if it occurs, it is rare; as we mentioned earlier in metacognitive strategies, students need to be guided through how to generate, build, and assess their knowledge. In the paper (Hajhosseiny, 2012), the research shows that participating in discussions, especially when challenging questions are raised, can prompt individuals to reflect deeply and understand the subject matter. Scholars link this outcome to two essential concepts: analyticity and maturity. Analyticity involves the capacity to seek out reasons and evidence, encouraging the pursuit of truth.

Meanwhile, maturity pertains to the cultivation of precise and criteria-driven evaluation abilities. Together, these ideas highlight the importance of dialogue in nurturing critical thinking and advancing intellectual development (Hajhosseiny, 2012, p. 1361). Hence, one of the main elements in discussions is analyticity. At the same time, it entails the capacity to resonate and provide evidence; how would students be able to do so if they do not have enough skills to make strong arguments? From this, we conclude that with adequate training in learning to argue, students can provide and use practical critical thinking and support it with metacognitive awareness. Hajhoseinneiny adds that engaging in discussions and encountering diverse viewpoints enriches students' capacity to assess information

thoroughly and accurately. Discuss participation encourages students to delve deeper into various topics, leading to improved learning outcomes and comprehension (Hajhosseiny, 2012, p. 1362). These interactive settings allow students to present different perspectives, explore alternative viewpoints, and delve into further research, thereby expanding their knowledge. Moreover, engaging in social interactions and dialogues empowers students to analyze others' views, engage in introspection, and refine their own identities. Through dialogue, students grasp the significance of substantiating their beliefs logically, recognizing nuances in arguments, offering examples, and considering opposing viewpoints. This process not only cultivates intellectual boldness but also boosts students' self-assurance as they become more skilled at articulating and defending their viewpoints. While we agree with the imperative and advantageous nature of dialogue, many researches show that merely applying it in classrooms is not enough to engage students; they need more robust methods and involvement than simply asking open questions and encouraging dialogue, especially in the long run, skills like metacognitive awareness could have more long term effects alongside dialogism when it comes to learning outcomes.

Saadi (2016) Highlighted that there are diverse methods of instilling thinking skills in education. It outlines two primary methodologies: the direct skills approach and the integration or infusion model. The former entails explicitly teaching thinking skills through exercises detached from specific subject contexts, exemplified by programs like cognitive research trust and instrumental enrichment. Conversely, the infusion model seeks to embed thinking skills within the curriculum across various disciplines such as mathematics, sciences, humanities, and information technology. Additionally, a third perspective diverges from these two approaches. Advocates of this alternative stance contend that traditional teaching methods inherently foster thinking skills. They argue that by acquiring cognitive knowledge, learners naturally enhance their critical and analytical abilities (Saadi, 2016, p. 36). While the infusion model might sound appealing, the direct skills approach aligns with the implementation objectives of metacognition; students must be explicitly trained on how to use effective metacognitive strategies. Saadi (2016) explained this, too; he said that the ongoing discussion between the skills approach and the infusion model in teaching thinking has sparked criticism regarding the effectiveness and practicality of each method. Critics have raised concerns about the applicability of thinking skills taught within specific subjects in the infusion model and the feasibility of seamlessly integrating thinking instruction with other subjects. He further points out a prevailing belief that learners should receive explicit training in techniques and strategies for purposeful thinking rather than relying on spontaneous thinking throughout their studies. However, it is essential to recognize that thinking is not an isolated skill but rather should be integrated into subject-specific contexts. In response to the limitations of both approaches (Saadi, 2016, pp. 36–37). From the latter perspective, though we support explicit integrations, especially regarding metacognition, we can adapt both approaches, especially in EFL literature teaching when the objectives of the classrooms are diverse; we can find a middle pathway that encourages both thinking skills and learning the subject matter at hand. In this regard, there is a fusion between dialogic literary argumentation and students developing thinking skills through extended collaborative argumentation while considering the dynamic power of literature to generate themes through understanding what it means to be human together. , While integrated with explicit and

infusion approaches to building metacognitive awareness, the latter could lead to a much more wholesome approach to literature teaching and, why not, other subject matters. Similarly, Baron and Stanberg (1987) introduced a blended model. This model advocates using the skills approach to teach thinking skills independently and employing the infusion model to infuse thinking skills across various courses. They emphasize that individuals learn to think through dedicated thinking courses while applying and refining their thinking skills throughout the curriculum (Baron et al.; R. J., 1987). Saadi (2016) highlighted that employing thinking skills has been associated with heightened self-esteem and self-perception among learners. Teaching initiatives that enhance thinking skills aim to elevate students' cognitive abilities and academic achievements. These endeavors benefit the participants and empower teachers to cultivate theoretical and practical insights into thinking and thinking skills (Saadi, 2016, p. 37). He showcases that engaging in dialogic interactions promotes cognitive growth and nurtures social understanding and emotional intelligence. Scholars suggest that through dialogue, individuals can share emotions, experiences, and beliefs, fostering the development of language, social norms, and cognitive skills, underscoring the significance of encouraging dialogue to cultivate higher-order thinking skills and holistic development among learners (Saadi, 2016, pp. 37–38). The relation we can make to our research in this regard is the significance of dialogue in literature teaching, especially in the EFL context, where language is also boosted through the development of argumentation, underlying its influence on various aspects of students' development. Likewise, Faravani and Atai (2015) looked at effective communication in the form of dialogic feedback, characterized by dynamic exchanges, the sharing of interpretations, and the negotiation of meanings; they provided that it holds significant potential to enrich the learning experience. This approach cultivates critical thinking by prompting students to evaluate arguments and consider diverse viewpoints. Dialogic feedback is pivotal in a learner-centered environment, where knowledge is actively constructed through dialogue and collaboration. It encourages students to interact with information, analyze it critically, pose inquiries, and relate it to existing knowledge, fostering the development of advanced cognitive abilities. As a result, they recommended that pedagogical methods emphasizing dialogic teaching, including the use of dialogic feedback, are anticipated to effectively enhance these skills (Faravani & Atai, 2015, pp. 5–6). Acknowledging the limited working memory capacity, educators should utilize instructional methods that facilitate prolonged engagement with new information. Active processing, discussion, and practical application, including dialogic feedback, are essential learning approaches for nurturing higher cognitive abilities (Faravani & Atai, 2015, pp. 19–20). However, we should highlight that the Algerian educational system is full of challenges stemming from the insufficient incorporation of higher-order thinking skills into the curriculum. From the latter perspective, we can relate to the six elements of metacognitive awareness, highlighting the importance of students developing skills in organizing information, which leads to more retention, while integrated with dialogic argumentation, which entails building on others' perspectives, this could enhance the performance of the working memory. We could insert this under the umbrella term 'Epistemic thinking.'

The idea of epistemic thinking and cognition revolves around how individuals engage with knowledge, justification, and understanding. Instead of being viewed as a distinct mental process, epistemic thinking is considered an integral aspect of all cognitive endeavors. Their

purpose sets epistemic processes apart: justifying knowledge, assessing claims, considering diverse viewpoints, and striving for comprehension. There are two approaches to grasping epistemic cognition: one centered on epistemic beliefs and the other on the progression of epistemic thinking. The latter approach, particularly relevant in the context of educators nurturing epistemic thought, focuses on enhancing the understanding, acquisition, and evaluation of knowledge. Kuhn's model delineates four tiers of epistemological comprehension: the realist, absolutist, multiplist, and evaluativist perspectives. These levels depict varying attitudes towards knowledge, from perceiving it as fixed and unquestionable to recognizing its susceptibility to scrutiny and debate. Individuals with developed epistemological understanding, as described by Kuhn's model, demonstrate the ability to identify and navigate complexities within intricate subjects. They can discern the significance of different arguments about these subjects (Švaříček, 2020, p. 148). The research conducted by Mason and Sacirica (2006) delved into how students' fundamental beliefs about knowledge influenced their capacity to form arguments on contentious subjects. Expanding upon Kuhn's prior work on argumentation, the study centered on eighth-grade students in Italy and their reactions to texts concerning global warming and genetically modified food. After reading the texts, students were instructed to articulate an argument, counterargument, and rebuttal regarding a specific standpoint. The findings revealed a correlation between students' overarching epistemological beliefs and their proficiency in constructing arguments (Švaříček, 2020, pp. 148–149). Epistemic thinking encompasses comprehending knowledge's essence, acquisition, evaluation, and validation; this highly relates to dialogic literary argumentation, when ideas about the world and what it means to be human through literature are not determined as absolute knowledge but experiences that lead to well-being or certain peoples' choices. As a result, we can say that developing epistemic thinking could enhance attaining the objectives of dialogic literary argumentation, especially while students build awareness of its usage through metacognition.

2.5.1. Empowering EFL Classrooms: Integrating Literature and Critical Thinking for Societal Engagement

The significance of critical thinking in education, including language teaching and learning, is widely recognized. Educators enable students to make informed decisions and address societal issues effectively. In EFL instruction, there is an opportunity to foster critical thinking by integrating factual content with analytical thinking. While teaching critical thinking is essential, providing students with background knowledge is equally crucial for practical content analysis. However, critical thinking often takes a back seat in EFL classrooms, which typically prioritize language skills and structures. To bridge this gap, EFL educators must focus on language proficiency and inspire students to critically engage with social issues and current events, empowering them to drive change. Language proficiency encompasses not just linguistic abilities but also critical thinking skills, and one effective method for nurturing this is through interpreting literary texts in English classrooms (Radoulska et al., 2017, p. 252). Lazer (1987) suggests that literature, as an academic discipline, mirrors the cognitive skills associated with critical thinking, encouraging students to delve into inquiry and broaden their understanding of the world. Similarly, Radoulska (2017) explains that by closely examining literary texts, students develop skills such as

deciphering implicit messages, reconstructing imagery from textual cues, discerning between objective facts and subjective viewpoints, and applying insights to real-life situations. She points out that close reading aligns with critical thinking practices such as analysis, synthesis, interpretation, evaluation, problem-solving, and logical reasoning (Radoulska et al., 2017, p. 253). Critical thinking in EFL education is emphasized to establish the link between language learning and societal transformation; literature provides themes like poverty, inequality, injustice, religion, and race, while critical literacy empowers learners to critically engage with complex societal issues, dialogic literary argumentation develops questions that directly deal with these social dilemmas, through the objective of understanding human behavior and showing empathy, the later is one of the metacognitive strategies that imply understanding and empathizing with others' thoughts, experiences, and motivation. This interrelation is another reason we considered the fusion between these two approaches to maximize students' learning outcomes in EFL literature classrooms. Ultimately, this is to help students to critically analyze language and texts, enabling them to address societal issues and connect with their lived experiences and perspectives.

Radoulska et al. (2017) proposed an educational approach to foster critical thinking skills through a structured learning process. This method involved four key stages:

- Activating prior knowledge through preparatory activities.
- Facilitating comprehension through reading and discussion.
- Examining the text's linguistic and cultural dimensions.
- Encouraging students to create their content.

The study by Radoulska et al. (2017) aimed to empower students to drive social change through critical thinking (Radoulska et al., 2017, p. 254). It also explored the advantages and difficulties associated with adopting this approach. Initial findings suggested that both students and their instructor view the method as highly successful, though the study's brevity limits a comprehensive evaluation. The study underscored the importance of self-assessment in evaluating the effectiveness of tools like assessment criteria grids and checklists. It proposes a preliminary phase to provide clear guidance on critical thinking principles to students and educators, aiming to refine comprehension and enhance assessment precision (Radoulska et al., 2017, pp. 260–261); this leads us to consider the effectiveness of assessment in our approach. While dialogic literary argumentation builds more around verbal interaction overwritten one, students, in this case, should develop the metacognitive skills of self-knowledge. Here, they cultivate self-awareness, essential for reflecting on one's progress and development in targeting the objectives of dialogic literary argumentation in the literature classroom. Farahian looked at this, too, and explained that while students bear individual responsibility for their tasks, the group's collective efforts are also subject to evaluation. Reading involves both lower-order processes like word comprehension and recognition, as well as higher-order processes, including metacognitive strategies (Farahian, n.d., p. 370). He added that skilled reading entails the dynamic interplay of micro and macro processes. At the micro level, the reader focuses on the author's production and sentence structure, while at the macro level, they make inferences and connect the information to prior knowledge. He stressed that executing these processes demands attention and decision-making on the reader's part. Decisions may include when to reread a portion, what inference to draw, what information to retain in memory, and when to proceed in the reading. Consequently, he

concluded that metacognition is essential for selecting and allocating cognitive resources (Farahian, n.d., p. 370). As highlighted by Carell et al. (2001) and cited by Farahian, a reader with advanced metacognitive skills excels at posing questions during reading, mentally visualizing the content, and proficiently summarizing the text (Farahian, n.d., p. 375). Farahian's experience suggested that critical thinking activities are crucial in fostering reflective and essential engagement among learners. He contended that these activities prompt learners to apply and adapt their cognitive and metacognitive skills and strategies, resulting in a deeper understanding of texts. Consequently, this enhanced comprehension fosters a more positive self-perception among learners (Farahian, n.d., p. 375). He supported our research's integration decision by concluding that readers who constructively respond to texts employ diverse strategies, including previewing the text before reading, activating prior knowledge, and visualization, all of which possess a metacognitive nature—recognizing the significance of literature in foreign language teaching (Farahian, n.d., p. 383).

To look at our research from a more scientific perspective, we cite Gadamer, who contends that the interpreter of a literary work approaches the interpretation with a set of pre-comprehensions and prejudgments, rejecting the notion of a blank slate mind. The interpreter's mind is occupied by expectations and patterns of meaning, serving as preliminary guidelines for decoding the work—a concept known as the hermeneutic circle. This hermeneutic activity involves a tension between familiarity and extraneousness. From this, we understand that the students do not enter the literature classroom without knowledge. Hence, treating them as a tabula raza that we fill with literary theories and previously determined interpretations is just absurd. The authority of literary texts precedes the reader, surviving only through a fruitful dialogue with the past, a concept Gadamer terms the "Fusion of Horizons." In interpreting seemingly unfamiliar texts, readers create a more profound and broader meaning, enhancing their understanding of the text and themselves. This engagement involves connecting with the text not through method or theory but by following experiential paths guided by the interpretations of others. This practical knowledge, akin to Aristotelian Phronesis, relies on thorough sensitivity and is cultivated through appreciating and following others' interpretations (Longo, n.d., pp. 194–195).

Building on Plato's ideas, Gadamer asserts that the essence of knowledge lies in the act of questioning. He identifies the heart of the hermeneutic experience within a dialogue, a dialectical interchange between questions and answers. The text, born as a response to a question, challenges us, and we, whether individually or within a communal setting, engage in self-examination after being stimulated by new inquiries. This process unfolds infinitely, where each answer evolves into a new question (Longo, n.d., p. 195). Explaining the reasoning of Gadamer, we understand the importance of the art of questioning that we looked at previously in metacognitive strategies; these questions come as a response to an opposing perspective, which in dialogic literary argumentation is essential in recognizing and combining diverse perspectives. Moving from the latter, Gadamer explained the shift to making sense of this interpretable content, texts, data, and argument, which metacognition calls 'interpretation,' holding the premise of applying critical thinking, which dialogic literary argumentation boosts through personhood to relate more to what it means to be human together, at a broader sense. Finally, as Gadamer showed, this analysis leads to more questioning, entering a loop of exploration of literature through applying acquainted skills

and knowledge in a new and authentic way, which is another metacognitive strategy. This extended inquiry journey was highly recommended to students; we encouraged them to doubt things in a reasonable way supported by evidence and warrants; this is what Longo highlighted in her paper; she proclaimed that interpretation, characterized by continuous questioning and exploration without an absolute truth but one that is relative, can be viewed as a quest. This quest is inherently valuable and forms the foundation of democracy in a society where dialogue holds significant importance. In the realm of interpretation, where topics span themes, interdisciplinary studies, and cultural issues, the emphasis is on the classroom or the hermeneutic community. These issues she persists in are intricately linked to the readers of the text rather than the text itself (Longo, n.d., pp. 195–196). She pointed out that learning becomes more effective in a diverse and stimulating environment. Therefore, she advised that literature teachers employ various strategies, including individual learning sessions, group interactions, artistic variations, and musical interpretations. She stressed that teaching literature should not solely rely on the hermeneutic interactions between students and texts within the interpretive community of the class. Instead, it should be rooted in a multimedia-rich contextualization of literary messages (Longo, n.d., p. 198). Consequently, she specified that lessons and activities should stimulate the mind's quest for meaning. The goal is to present the interpretation of a text through an explanation rooted in the exploration of literary knowledge. A continual interaction between teachers and students within the learning community enables students to construct literary expertise and develop the competencies outlined in the curriculum (Longo, n.d., p. 198).

Longo's research paper related the effectiveness of dialogue in literature classrooms with explanations of brain function in neuroscience; this is what Kolencik and Hillwig started their research with because understanding how the brain perceives information helps a lot in material and approach integration in classrooms. So, she found that findings from neuroscientific studies indicate that the brain has an innate ability to perceive and generate patterns. In light of this, she recommended that teachers present information contextualized, allowing learners to recognize patterns and relate them to their past experiences. Competent reading goes beyond structural analysis; it requires an active update of the literary message by connecting it with students' experiences. She added that constructing a network of literary knowledge should be approached through a didactic plan that incorporates modules aligned with the concepts of diachrony and synchrony, as Gadamer notes that the work of interpretation draws from both contemporary and past interpretations (Longo, n.d., pp. 198–199).

Moreover, she also discovered that recent advances in neuroscience highlight the inseparable connection between emotions and cognition. Emotions play a crucial role in recalling stored information. Consequently, teachers should recognize the significance of the emotional climate in the classroom and strive to cultivate a positive environment. Such an atmosphere can enhance students' learning experiences. We looked at this from the perspective of interest; student interest in the material could influence emotional stability and more adaptability to encode information; this automatically leads to learners' eagerness to participate in tasks, reaching self-efficacy and autonomy; this is supported by neuroscience, as cited by Longo; insights from neuropsychological research underscore that learning thrives in the face of challenges but is hindered by the threats linked to a sense of helplessness.

Consequently, the classroom environment and atmosphere should strike a balance—being alert and relaxed, demanding yet not repressive. In this context, she stressed that teaching methodologies should consistently prioritize meaningful and personalized approaches grounded in the hermeneutic community's cooperative and collaborative learning dynamics (Longo, n.d., p. 200). Similarly, she added that neuroscience research underscores each brain's unique and individual organization, noting that learning actively alters brain structure. Teachers should employ various strategies to engage students based on their interests. Simultaneously, students should be free to express their preferences, whether visual, tactile, emotional, or auditory (Longo, n.d., pp. 200–201). Longo also highlighted that literary competencies students should extend beyond comprehension, analysis, interpretation, and contextualization to include emotional competence; this involves students engaging in a continuous self-analysis, exploring their emotions and feelings when encountering texts, and comparing their inner lives with those presented in literary works. Achieving this level of introspection is facilitated by a classroom environment characterized by multifaceted dialogue and the dialectic conflict of interpretations, prompting students to reveal their inner thoughts (Longo, n.d., p. 199). So, she recommended that educators ought to encourage the formation of personal connections or patterns of meaning using motivational strategies. Additionally, they should assist students in assessing their learning through conscious reflection—a metacognitive process. Literature plays a pivotal role in teaching students to identify characters' emotions, simultaneously evoking emotions in readers. By juxtaposing these emotions with their past experiences and readings, students become better readers and individuals who are more attuned to their inner lives (Longo, n.d., p. 200); this shows the relation between metacognitive awareness of prior knowledge and personal experiences, which dialogic literary argumentation directs through the usage of personhood. We have tackled the fundamental ties between dialogue, dialogic literary argumentation, and metacognition; what is left is to look at the previous links in relation to reflective practices.

2.5.2. Enhancing Educational Outcomes Through Metacognition: Integrating Argumentation and Reflective Practices in Classroom Settings

In their research, Hennessy et al. (2023) delve into metacognition and how it is bolstered by heightened levels of elaboration, choosing (where students speak in unison), and student engagement. They stressed how tasks are structured and the degree of student engagement are crucial factors in establishing an environment conducive to learning through dialogue (Hennessy et al., 2023, p. 22). Musa (2019), Yaqubi Rashidi (2019), and Wegrif (2013) advocate for creating a dialogic atmosphere where teachers and students work together to analyze and assess interpretations (Abdelwahab, 2020, p. 102). So, skills in using effective dialogue should be supported by specific reflections on feedback, be it from individuals, peers, or teachers, which is a metacognitive strategy in nature. As Jin and Kim (2021) stated, metacognition is a fundamental aspect of student learning, which entails comprehending and managing one's cognitive functions. Students ' metacognitive abilities and understanding significantly impact their performance, particularly in argumentation, such as the skillful integration of theory and evidence (Jin & Kim, 2021, pp. 3–4). Environments that promote metacognitive thinking are thought to enhance argumentation skills. Explicit cultivation through reflective practices has proven effective, as evidenced by Felton's study

involving 7th and 8th graders. Participants engaged in dialogue paired with reflection demonstrated notable advancements in argumentative discourse compared to those involved in dialogue.

Similarly, Jin and Kim (2021) found that the support and scaffolding provided by teachers, known as AMS -Argumentation Metacognitive Scaffolds- play a crucial role in fostering students' metacognitive monitoring abilities during argumentation exercises. In this context, AMS refers to specific techniques and tools teachers can use to guide students in their metacognitive processes during argumentation. Metacognitive monitoring refers to students' capacity to recognize and assess their own cognitive processes while constructing and assessing arguments. They advised that with the help of AMS, educators assist students in developing effective techniques for questioning and evaluating their arguments. They added that students acquire and apply these metacognitive monitoring skills, improving their ability to assess their thoughts and problem-solving approaches, ultimately enhancing their proficiency in argumentation (Jin & Kim, 2021); this was applied in our research not only in assessing the usage of argumentation skills but also in the assessment of attaining the objectives of dialogic literary argumentation.

Kim and Jim (2021) further explored that metacognition progresses as learners actively engage in reflective experiences that involve conscious contemplation of cognitive functions such as comprehension, learning, and reasoning. Additionally, they asserted that reflective activities are suggested to foster metacognitive development; to optimize this growth, it is proposed that these scaffolds should be seamlessly integrated into routine science learning activities rather than being isolated from the subject matter, echoing the principles of immersion-oriented argumentation scaffolds (Jin & Kim, 2021, p. 5). As we explained earlier, the immersion of such strategies is a delicate matter that requires many considerations; this is why applying a blended approach, which combines both direct instruction and the infusion of metacognitive strategies into regular classroom activities, is necessary. This approach ensures that metacognitive strategies are not seen as separate from the subject matter but as integral to the learning process.

How teachers lead and advise students during argumentation sessions dramatically affects how well students can oversee their thought processes and actions while tackling problem-solving tasks in unfamiliar scenarios (Jin & Kim, 2021, p. 16). In their research, Jin and Kim (2021) concluded that students valued the teacher's emphasis on crafting compelling arguments supported by evidence and appreciated her guidance in fostering critical thinking. They found these techniques beneficial for self-assessment and enhancing collaboration during argumentation within their learning (Jin & Kim, 2021, p. 16). Their study underscored the importance of students' involvement and critical thinking in questioning the criteria for good evidence, prompting researchers to contemplate using AMS to promote high-quality argumentation. They hoped this evolution and enhancement would persist as students engage in reflective argumentation, ultimately establishing shared norms of argumentative practice within the classroom community through interactions with the teacher's AMS (Jin & Kim, 2021, p. 19). In this research, on the other hand, we hope that integrating metacognition through self-assessment and group feedback not only enhances reflective argumentation but also builds a whole new understanding of literary studies in EFL through the integration of dialogic literary argumentation. Although we support student-centredness, as Abdelwahab

(2020) implied, teachers are essential in guiding productive classroom discussions. They must actively adapt their methods, track student engagement, assess discourse patterns, and establish teaching objectives to enrich student participation. By offering strategic feedback and promoting self-reflection on teaching strategies, educators can advance methods and cultivate profound comprehension among students. This recommendation entails encouraging students to surpass mere factual understanding by introducing intricate subjects and prompting critical evaluation of diverse viewpoints (Abdelwahab, 2020, p. 105); this is why we strived to look for the best method to optimize the shared benefit of teaching and studying literature in EFL higher education. The integration of metacognitive strategies, as evidenced by our research, not only enhances reflective argumentation but also fosters a deeper understanding of literary studies in EFL, thereby enriching the learning experience for students.

2.6. Conclusion

This chapter has critically examined the potential of integrating argumentation, metacognition, and dialogic literary argumentation within educational settings. As explored, these strategies play a pivotal role in cultivating a rich academic environment that promotes deep learning, critical thinking, and effective communication among students. As highlighted at the beginning of this chapter, the evolution of argumentation from its classical roots to contemporary educational practices revealed its enduring relevance and adaptability in fostering analytical skills and reasoned discourse. Argumentation is not merely a skill for academic debate but a foundational component of effective teaching and learning that encourages students to explore, challenge, and refine their ideas in a structured manner. Similarly, this chapter looked at dialogic literary argumentation that emerged as a powerful pedagogical tool extending traditional literary analysis's benefits. Engaging students in dialogues that probe beneath the surface of texts to explore broader societal and ethical questions enhances their ability to apply critical thinking in real-world contexts. Also, the chapter discussed metacognition, the thread that weaves through argumentation and dialogic practices. It has been highlighted as crucial for students to gain awareness and control over their own learning processes. This chapter showcased how metacognitive strategies empower students by enhancing their ability to assess, monitor, and direct their cognitive activities. The application of metacognitive practices not only boosts their learning efficacy but also fosters a mindset geared towards continuous improvement and self-regulation. Finally, the chapter highlighted the interconnection between the previous strategies within the literature teaching at the EFL higher education level, which represented a multidimensional approach that respects and utilizes students' cognitive and reflective capacities. In conclusion, the thoughtful incorporation of argumentation, dialogic literary argumentation, and metacognitive strategies within educational frameworks offers a robust model for enhancing student engagement, comprehension, and critical thinking in the literature classroom. Through these interconnected practices, we believe we can truly fulfill the dynamic role of literature as a transformative force in the lives of learners, empowering educators with the knowledge that their students are active participants in their own learning journey.

Chapter Three

Research Methodology and Implementation of The Action Research

3.1. Introduction

This chapter explores the methodological framework and implementation of action research within the context of integrating dialogic literary argumentation and metacognitive strategies into EFL literature education. The objective is to enhance literature teaching methods through a participatory and reflective approach involving teachers from different Algerian Universities and a sample of third-year English students at UHBC in the research process. The primary objective of this research is to explore how dialogic literary argumentation combined with metacognitive strategies can impact students' engagement with the EFL literature classroom. This chapter begins by providing a theoretical overview of action research, outlining its fundamental principles, historical background, and relevance to educational settings. It then points out the metacognitive strategies selected for this research. Afterward, it delves into the specific application of these methods in this study, detailing the research design, objectives, and rationale for choosing action research as the methodological approach. The study thoroughly explains various data collection and analysis methods, including semi-structured interviews, classroom observations, performance assessments, and scoring rubrics. The chapter also discusses the manual calculation of data using scoring rubrics and Python programming for data analysis, highlighting how it enhances the accuracy and efficiency of evaluating qualitative data. Finally, the chapter addresses the ethical considerations and limitations of the study.

3.2. Literature EFL Teaching in Algerian Universities

Teaching EFL in Algerian universities, particularly in the context of literature, has evolved over time, integrating various theoretical approaches to address specific challenges and enhance pedagogical practices. In a global age where English is an international language, Algeria still tends to shift to a more prominent use of this language in all social contexts, especially education.

The history of teaching literature in EFL in Algerian higher education is deeply influenced by the country's complex linguistic landscape and colonial past. Algeria, a multilingual nation, primarily uses Arabic as its official language, while French remains widely spoken and is considered the second language due to the long period of French colonization. The introduction of English into the educational system began post-independence as Algeria sought to diversify its linguistic repertoire and align itself with global trends.

In the years following independence in 1962, the Algerian government focused on rebuilding the education system and reducing the dominance of the French language. English was introduced as a foreign language to promote cultural and academic diversification. However, it faced numerous challenges due to limited resources, a shortage of trained teachers, and the prevailing influence of French. During this period, English was primarily taught at the secondary school level, with a focus on basic language skills.

By the 1990s, the demand for English had grown significantly due to globalization and the increasing importance of English as the international lingua franca. Algerian universities began to expand their English language programs, incorporating literature courses into their curricula. Literature was taught mainly through traditional, teacher-centered approaches, with an emphasis on canonical British and American texts. This period saw the establishment of

dedicated English departments in many universities, reflecting the growing recognition of English as a vital component of higher education.

In recent years, a noticeable shift has been towards more communicative and student-centered approaches in teaching EFL literature. Influenced by global educational trends, Algerian universities have started to incorporate technology into teaching methods. The curriculum, including postcolonial and world literature alongside traditional Western canon, has become more diverse. These changes are driven by the recognition that proficiency in English and familiarity with diverse literary traditions are essential for students to compete in a globalized world.

The increasing global importance of English has led to its robust inclusion in university curricula, particularly in language and literature departments. This evolution reflects Algeria's ongoing efforts to modernize its education system and provide students with the skills necessary to thrive in an interconnected world. In this research, we strive to represent the integration of English literature courses to not only improve language proficiency but also to enhance students' critical thinking, cultural awareness, and global perspective.

Algerian universities follow an LMD (Licence-Master-Doctorate) system as part of a broader effort to align with international educational standards and enhance the quality of higher education. The LMD system was introduced in Algeria in the early 2000s, inspired by the Bologna Process, which aims to create a coherent and compatible European Higher Education Area.

- **Overview of the LMD System**

The LMD system is structured into three main cycles:

- **Licence (Bachelor's Degree):** This is the first cycle of higher education and typically lasts three years. It corresponds to 180 ECTS (European Credit Transfer and Accumulation System) credits. The Licence program provides foundational knowledge and skills in a specific field of study.
- **Master (Master's Degree):** The second cycle follows the Licence and usually spans two years, corresponding to 120 ECTS credits. The Master's program allows students to specialize in their chosen field and involves coursework and research components.
- **Doctorate (Doctoral Degree):** The third cycle is the Doctorate, which involves advanced research leading to the completion of a doctoral thesis. The duration of the Doctorate varies but generally takes three to five years. It has no specific ECTS requirement but focuses on producing original research.

3.3. Theoretical Framework for The Action Research

Action research is a methodological approach involving a participatory, reflective, and iterative process to solve practical problems while generating new knowledge. Originating in the work of Kurt Lewin (1946), action research has evolved to become a key strategy in educational research, emphasizing collaboration between researchers and participants to foster improvements in practice and understanding.

Action research is a practical approach that combines theory and practice through a cyclical process of planning, acting, observing, and reflecting. Its effectiveness is particularly

pronounced in educational settings, where the aim is not just to understand phenomena but also to implement change and enhance practices. The active involvement of practitioners and participants ensures that the research addresses real-world issues and produces actionable outcomes.

Action research is a versatile methodology that can be adapted to various contexts and disciplines, including education, healthcare, community development, and organizational management. Its iterative cycles promote continuous learning and adaptation, making it a potent tool for ongoing professional development and systemic improvement.

Moreover, action research is aligned with the principles of constructivist learning theory, which posits that learners construct knowledge through experiences and interactions (Vygotsky, 1978). By engaging participants in a collaborative and iterative process, action research addresses practical issues and fosters more profound understanding and learning among those involved.

3.3.1. Key Principles of Action Research

The participatory approach, reflective practice, cyclical process, and iterative refinement are the cornerstones of action research. Together, they highlight the importance of working collaboratively, learning constantly, staying flexible, and continually improving. This makes action research especially effective in complex and ever-changing environments, like education.

➢ **Participatory Approach**

Participatory action research stands out for its inherent participatory nature, which involves stakeholders actively in the research process. This unique collaborative approach ensures that those affected by the research contribute to its design, implementation, and interpretation (Stringer, 2014). By engaging participants as co-researchers, participatory action research fosters a sense of ownership and empowerment, thereby enhancing the findings' relevance and applicability.

Participation in action research extends beyond data collection to include decision-making and problem-solving processes. This involvement bridges the gap between researchers and practitioners, creating a more democratic and inclusive research environment. The collaborative nature of action research also enhances trust and communication among stakeholders, leading to more effective and sustainable outcomes. This emphasis on inclusivity and democracy makes every stakeholder feel respected and included in the research process.

Furthermore, the participatory approach in action research addresses ethical considerations by ensuring that the research is conducted with participants' consent and active involvement. This ethical stance promotes transparency and accountability, fostering a respectful and equitable research environment. The active participation of stakeholders ensures that diverse perspectives are considered, enriching the research process and outcomes. This emphasis on ethics and transparency reassures every stakeholder and instills confidence in the research process.

Research has shown that participatory approaches in action research can lead to more effective and sustainable change because they involve stakeholders in the co-construction of knowledge and solutions (Bradbury & Reason, 2001). This inclusivity not only improves the relevance of the research findings but also increases the likelihood of successful implementation and acceptance of the proposed changes.

➢ Reflective Practice

Reflective practice is central to action research, promoting continuous reflection on actions, outcomes, and processes. Schön (1983) emphasizes the importance of reflection in professional practice, encouraging practitioners to evaluate their experiences and make informed adjustments critically. This reflective cycle helps bridge the gap between theory and practice, facilitating ongoing learning and improvement.

Reflective practice involves individual and collective reflection. Practitioners reflect on their experiences and practices, while group reflection sessions allow for sharing insights and learning from others. This dual approach enhances the depth and breadth of reflection, leading to a more comprehensive understanding and improvements.

Moreover, reflective practice fosters a culture of regular improvement by helping teachers reflect on their actions and outcomes, identify areas for improvement, and develop strategies to address them. This ongoing process of reflection and action promotes professional growth and enhances the effectiveness of educational practices.

Incorporating reflective practice into action research helps create a dynamic and responsive learning environment where feedback is continuously used to improve practices (Brookfield, 2017). This iterative process of action and reflection supports a deeper engagement with the research subject and strengthens the understanding of the complexities involved in educational settings.

➢ Cyclical Process

The cyclical nature of action research, a process that empowers researchers, involves iterative phases of planning, action, observation, and reflection (Kemmis & McTaggart, 2005). Each cycle depends on the previous one, allowing researchers to refine their strategies and deepen their understanding of the problem. This iterative process enables responsive and adaptive research to address complex and dynamic issues.

The cyclical process allows for flexibility and adaptability. Researchers can adjust their plans and actions accordingly as new insights are gained through observation and reflection. This responsiveness is particularly valuable in educational settings where conditions and needs may change over time.

Every step in action research is a chance to learn and grow. Researchers can build a rich body of knowledge that informs subsequent cycles by systematically documenting and analyzing each phase. This iterative learning process enhances the rigor and validity of the research, contributing to more robust and reliable findings.

The iterative nature of action research, a testament to resilience and adaptability, allows for continuous refinement and adaptation, making it well-suited for addressing evolving

challenges in educational contexts (McNiff & Whitehead, 2011). By engaging in repeated cycles of inquiry, action researchers can develop more effective interventions and gain a deeper understanding of the educational processes and outcomes they seek to improve.

➢ **Iterative Refinement**

Iterative refinement is a critical component of action research, allowing for the continuous improvement and adaptation of strategies and interventions. Each action research cycle—planning, action, observation, and reflection—offers an opportunity to refine and enhance the tested approaches.

In practice, iterative refinement involves analyzing the outcomes of each cycle to identify what worked well and what did not. This analysis informs the next cycle of planning and action, enabling researchers to make adjustments that address observed issues and build on successes. This continuous refinement process helps ensure that the interventions are increasingly effective and responsive to the needs of the participants (Reason & Bradbury, 2008).

Iterative refinement is particularly valuable in educational settings, where the complexity of teaching and learning requires adaptable and responsive approaches. By engaging in repeated cycles of action research, educators can develop more nuanced and effective strategies tailored to their specific contexts. This ongoing process of refinement supports the development of evidence-based and contextually relevant best practices (Coghlan & Brannick, 2014).

The process of iterative refinement also contributes to the sustainability of educational interventions. By continuously evaluating and improving their approaches, educators can ensure that the changes they implement are durable and have a lasting positive impact on student outcomes. This iterative process fosters educators' practices to support their students better (Koshy, 2010).

While action research emphasizes iterative refinement, it is possible to conduct research without this process, particularly in more traditional research paradigms such as experimental or quasi-experimental designs. In these approaches, the research process is often linear rather than cyclical.

In a non-iterative research design, a single, comprehensive plan is developed at the outset, specifying the research questions, hypotheses, methodology, and data collection methods. Once the plan is implemented, data collection and analysis and outcomes are extracted based on this analysis. The process typically concludes with a final report or publication that presents the findings and their implications (Creswell, 2014).

This linear approach can be practical in controlled settings where variables can be tightly managed and the focus is on testing specific hypotheses. However, it may need to be more flexible and adaptive than iterative research methods. The lack of iterative refinement means that adjustments based on ongoing feedback and emerging insights are not incorporated during the research process, which can limit the responsiveness and applicability of the findings to dynamic and complex real-world settings (Robson & McCartan, 2016).

In educational research, for example, a non-iterative approach might involve implementing a new teaching method across a single semester, collecting pre- and post-intervention data, and analyzing the results to determine the method's effectiveness (Shadish et al., 2002).

3.3.2. Theoretical Background and Key Theorists

Kurt Lewin, John Dewey, and Paulo Freire are influential thinkers whose groundbreaking ideas have deeply shaped how action research is practiced, their insights created a framework that emphasizes working collaboratively, reflecting on experiences, and driving social change—principles that are at the heart of action research today.

➢ **Kurt Lewin:**

Kurt Lewin is credited with pioneering action research in the 1940s. His work focused on social issues and emphasized involving research participants to achieve practical solutions and generate new knowledge (Lewin, 1946). Lewin's action research model laid the foundation for subsequent developments in the field and continues to influence contemporary research practices.

A commitment to social change and improvement drove Lewin's work. He believed that research should be conducted in collaboration with those affected by the issues being studied, ensuring that the research addresses real-world problems and produces actionable outcomes. This commitment to practical problem-solving and collaborative inquiry is a hallmark of action research.

In addition to his contributions to action research, Lewin is known for his work on group dynamics and organizational development. His theories on change management and group behavior have had a lasting impact on various fields, including education, psychology, and management. Lewin's holistic approach to research and practice continues to inspire researchers and practitioners worldwide.

Lewin's model of change, often called the "unfreeze-change-refreeze" model, is widely used in various disciplines to understand and implement change (Burnes, 2004). This model aligns with the cyclical nature of action research, where initial conditions are examined, changes are implemented and evaluated, and new practices are solidified based on the outcomes and reflections from each cycle.

➢ **John Dewey:**

John Dewey's pragmatism and emphasis on experiential learning have significantly influenced action research. Dewey (1938) advocated for learning through doing and reflection, which aligns closely with the action research methodology. His work underscores the importance of active engagement and continuous learning in research.

Dewey's philosophy of education emphasizes the need for an interactive and dynamic learning environment and provides a framework for its creation. In this environment, students and teachers engage in a continuous cycle of inquiry and reflection, a process that mirrors the

iterative cycles of action research; this makes Dewey's ideas relevant and instrumental in shaping educational research and practice.

Dewey's concept of reflective thinking is not just a cornerstone of action research but also a transformative tool for meaningful learning and professional growth. He argued that reflection is essential for these processes, and by incorporating reflective practice into their work, educators and researchers cannot only develop a deeper understanding of their actions and impact but also transform their practices to be more effective and informed.

Dewey's notion of "learning by doing" emphasizes the importance of experience in education, where learners actively engage and reflect on their environment and experiences to construct knowledge (Dewey, 1916). This experiential learning process is foundational to action research, supporting the continuous cycle of planning, action, observation, and reflection.

➢ **Paulo Freire:**

Paulo Freire's critical pedagogy underscores education's transformative potential and dialogue's role in fostering critical consciousness. Freire's work (1970) highlights the importance of participatory and reflective approaches in achieving social justice and empowerment, principles that resonate with action research.

Freire's emphasis on dialogue and collaboration aligns with the participatory nature of action research. He argued that education should be a collaborative process where teachers and students learn from each other and work together to address societal issues. This dialogic approach is fundamental to action research, promoting mutual learning and empowerment.

Freire's concept of critical consciousness involves developing an awareness of social, political, and economic injustices and taking action to address them. Action research, focusing on reflection and action, provides a framework for developing critical consciousness and fostering social change. Freire's ideas continue to inspire researchers and educators who are committed to using action research for social justice and empowerment.

Freire's pedagogical approach emphasizes the importance of viewing students as participants in knowledge rather than passive recipients (Freire, 1996); this aligns with the participatory ethos of action research, where participants actively engage in the research process, contributing to developing practical and transformative solutions.

3.3.3. Application in Education

Action research is widely applied in educational settings to enhance teaching practices, improve student outcomes, and foster professional development. By integrating theory and practice, action research allows educators to investigate and address classroom challenges systematically (Elliott, 1991). This approach encourages a culture of inquiry and regular improvement, which aligns with the goals of professional learning communities and empirical practice.

In educational contexts, action research can address various issues, from curriculum development to classroom management and student engagement. By involving teachers and students in the research process, action research ensures that the solutions developed are

practical and relevant to the specific educational setting. This collaborative approach enhances the effectiveness and sustainability of the interventions.

Moreover, action research supports educators' professional development. Through participation in action research, teachers can develop their reflective and analytical skills, gain insights into their practices, and implement evidence-based improvements. This ongoing process of inquiry and reflection fosters continuous learning and professional growth.

Action research also allows educators to create customized solutions tailored to their unique classroom contexts, making it a versatile tool for addressing diverse educational challenges (Mertler, 2016). By systematically examining their practices and outcomes, educators can identify effective strategies and share their findings with the broader educational community, contributing to collective knowledge and improvement.

3.3.4. Application in Foreign Language Teaching

Action research is a valuable methodology in foreign language teaching, offering a systematic approach for educators to improve and reflect on their teaching practices. By enhancing pedagogical strategies, addressing classroom challenges, promoting professional development, and improving student learning outcomes, action research helps create a dynamic and responsive educational environment. The collaborative and reflective nature of action research makes it particularly suitable for the diverse and evolving field of foreign language education.

1. Enhancing Pedagogical Practices

Action research enables foreign language teachers to experiment with and systematically refine their teaching strategies. For instance, a teacher might implement a new communicative language teaching (CLT) technique aimed at promoting student interaction and engagement in the classroom. Through planning, acting, observing, and reflecting cycles, the teacher can gather empirical data on student performance and engagement. This data-driven approach allows the teacher to make informed adjustments to the teaching method, ensuring it meets the specific needs of the students (Burns, 2010). Such iterative experimentation helps refine pedagogical practices to enhance language acquisition and retention.

2. Addressing Classroom Challenges

Foreign language classrooms often present unique challenges, such as varying levels of language proficiency, cultural diversity, and differing learning styles. Action research provides a structured and practical approach for teachers to identify specific issues within their classrooms, implement targeted interventions, and evaluate their impact. For example, a teacher might notice that students are struggling with vocabulary retention. By applying action research, the teacher can introduce various vocabulary learning strategies, such as mnemonic devices or contextual learning, and assess their effectiveness through pre-and post-tests and student feedback (Ferrance, 2000). This process addresses the immediate challenge and contributes to a more tailored and practical teaching approach, making action research a valuable tool for educators.

3. Promoting Teacher Professional Development

Engaging in action research fosters continuous professional development for teachers. It encourages a culture of reflective practice and lifelong learning, enabling teachers to stay updated with the latest pedagogical trends and research findings in language education. Through action research, teachers systematically investigate their teaching methods and student outcomes, leading to deeper insights and professional growth (Richards & Farrell, 2005). For instance, a teacher might explore the impact of using digital tools in language learning. By documenting the research process and outcomes, the teacher not only improves their own practice but also contributes valuable knowledge to the professional community.

4. Enhancing Student Learning Outcomes

By focusing on practical and context-specific problems, action research directly contributes to improving student learning outcomes. Teachers can tailor their interventions to meet the specific needs of their students, thereby fostering a more supportive and effective learning environment. For example, a teacher might identify that students are not participating actively in class discussions. Through action research, the teacher can introduce and test various participatory techniques, such as think-pair-share or structured group discussions, and measure their impact on student participation and engagement (Stringer, 2014). This targeted approach ensures that the interventions are relevant and practical, leading to improved student outcomes in terms of language proficiency and confidence.

5. Developing Innovative Teaching Methods

Action research allows teachers to develop and implement innovative teaching methods that may not be part of the traditional curriculum. For example, a teacher interested in using literature to improve language skills might design a project-based learning module where students create multimedia presentations on literary works. Through action research, the teacher can monitor how this approach affects students' language skills, critical thinking, and engagement with the material. The findings can then be used to refine the approach and potentially integrate it into the broader curriculum (Burns, 2010).

6. Creating a Collaborative Learning Environment

Action research fosters a collaborative learning environment where students and teachers work together as a team, sharing the responsibility of improving the educational process. Teachers can involve students in the research process by seeking their input on what teaching methods work best for them and encouraging them to reflect on their learning experiences. This collaborative approach empowers students and provides teachers with valuable insights into student needs and preferences, enhancing a sense of belonging and shared responsibility among the educational community (Kemmis & McTaggart, 2000).

3.3.5. Relevance to Dialogic Literary Argumentation and Metacognition

In teaching literature, action research provides a framework for implementing and evaluating dialogic literary argumentation and metacognitive strategies. These methods encourage students to engage in critical discussions and reflect on their cognitive processes, enhancing their analytical and reflective skills (Mercer, 2000; Flavell, 1979).

Dialogic literary argumentation involves engaging students in discussions and debates about literary texts, encouraging them to articulate their interpretations and consider alternative

perspectives. This approach fosters critical thinking and deepens students' understanding of the texts. Action research provides a framework for implementing and refining dialogic strategies, ensuring they are practical and responsive to students' needs.

Metacognitive strategies involve teaching students to reflect on their thinking processes, set goals, and monitor their progress. These strategies can enhance students' learning and problem-solving abilities. Educators can assist students in developing the expertise needed for independent and lifelong learning by integrating metacognitive practices into literature teaching. Action research supports these strategies' iterative development and evaluation, ensuring they are tailored to the educational context. It provides a structured approach to test and refine these combined strategies, ensuring they effectively support student learning and engagement in diverse educational contexts.

3.4. Metacognitive Strategies used in this research

So many works cited strategies have been put forward to implement metacognition in classrooms in different settings. Through our journey to spot the most appropriate literature reviews concerning these strategies, we selected some that are worthwhile, and they go along with our research objectives of integrating metacognition with dialogic literary argumentation in EFL literature classrooms. We begin with what to consider before the application of these strategies; in this regard, Webb (2021) proclaimed that a deep understanding of brain functions can guide effective teaching methods, especially in fostering metacognition. There are several critical observations about brain operation; as mentioned by Webb (2021), The brain's emotional aspect outweighs its rationality, implying that emotionally stable students are more adept at encoding information. In this case, we first sought to work on students' acceptance and interest in the syllabus. Moreover, The brain thrives on forging links between new and existing knowledge, posing a challenge for students with limited prior knowledge to establish robust neural connections. Considering this point, we focused on establishing different connections within the literature classroom, fostering connections through different classroom activities. Furthermore, organized information is preferred by the brain, aiding in easier retention. Students lacking learning skills or support for organizing knowledge may struggle with memory retention. Automatically, since the brain likes to connect things, it also favors organizing information; in this case, we made sure that the syllabus in this research is organized so that students make connections and retain it through the chronological representation of different literary texts. Based on these insights, Webb (2021) highlighted that educators are urged to promote effective learning by assisting students in establishing connections between new and existing information and supporting them in structuring new information using clear frameworks like knowledge organizers or graphic organizers (Webb, 2021, pp. 61–65). Overall, the primary emphasis lies in aligning teaching strategies with the brain's innate processes to enhance student learning outcomes. Departing from this, we looked at Kolencik and Hillwig's (2011) Extended list of metacognitive strategies, and we selected the following as basics for our research:

3.4.1. Think Aloud

An impactful method for fostering metacognition is through the technique known as "thinking aloud." Educators vocalize their cognitive journey while addressing a particular task in this practice. However, it is crucial to note that this method demands intentional communication from the teacher. It is not merely about verbalizing every thought; instead, teachers should articulate the mental steps and strategies used in navigating the task, pointing out possible pitfalls or cognitive missteps learners might encounter. Moreover, they should share their self-directed questions during problem-solving, offering learners a glimpse into their analytical approach (Kolencik & Hillwig, 2011, pp. 21–22).In our research, not only did the teacher apply this strategy, but the students were also encouraged to use it in the pre-reading phase.

Kilencik and Hillwig explained that the main difficulty in using the "think aloud" method is the expert's need to express their thought process, which typically happens automatically and consciously. Verbally explaining each thinking stage and associated actions requires careful thought and rehearsal. Nonetheless, this approach allows educators to communicate various thinking strategies crucial for problem-solving, improving understanding, and deciding the appropriate timing and application of strategies (Kolencik & Hillwig, 2011, p. 22). This strategy is versatile and applicable across different educational contexts. It spans basic exercises like decoding words to more intricate tasks like analyzing historical speeches. This approach benefits students of all grades, learning styles, and subjects. Furthermore, when used alongside other metacognitive strategies, the think-aloud method can improve students' comprehension and academic performance (Kolencik & Hillwig, 2011, p. 22). Kolencik and Hillwig (2011) highlight the essential elements for successfully applying the teacher and student think-aloud approach; they stress the significance of articulating one's cognitive steps audibly to students, aiding them in comprehending how to tackle a task or issue. For example, when students apply this strategy instead of the teacher, they could communicate with the group in the pre-reading stage, for instance, 'What I see in front of me is a poem.' Also, the process must be demonstrated firsthand to illustrate its execution before prompting students to participate and allowing students to rehearse the method in pairs or small teams to gain confidence and familiarity before expanding to a larger group dynamic.

The teacher think-aloud is regarded in the literature as a fundamental tool for enhancing students' success across various subjects and learning levels. It serves multiple purposes, including as a method for directed reading thinking activities to improve comprehension monitoring skills and as a diagnostic tool to assess students' ability to make inferences while reading. Studies have shown that students who verbalize their thoughts during reading perform significantly better on comprehension assessments. The teacher thinks aloud and employs modeling techniques to help students enhance their comprehension by demonstrating effective thinking processes. Effective modeling involves both execution and explanation. A key aspect of modeling is teaching students to verbalize their thoughts, helping them develop metacognitive skills such as subvocalization, restating the situation, rechecking progress, and evaluating the direction of their thinking (Kolencik & Hillwig, 2011, pp. 23–24). For example, when we used the strategy in our research, students articulated their thoughts while segmenting their claims; it was like an elimination process to

reach a reasonable argument. Overall, the teacher and students think aloud exemplifies effective modeling by combining execution and explanation to guide students in developing robust problem-solving and metacognitive abilities

3.4.2. Thinking Journals

Kolencik and Hillweig highlighted that the thinking journal is a powerful instrument for nurturing metacognitive abilities through prompting reflection. Through journaling, students actively participate in recognizing and contemplating their cognitive processes. Engaging in written reflection empowers students to investigate, question, establish connections, make decisions, and persist, fostering a constructivist approach to education. By reflecting on their experiences and linking concepts, students construct their own world comprehension and gain insight into their learning methods. Journal writing allows students to record their initial reactions to new information, a pivotal stage in the metacognitive reflective analysis process. Moreover, writing aids students in concentrating and evaluating their grasp of the subject matter (Kolencik & Hillwig, 2011, pp. 39–40). They further explain that journal writing serves various functions: personal growth and educational development. It involves recording experiences, aiding in learning from those experiences, aiding in comprehension and expression of knowledge, cultivating critical thinking and an inquisitive mindset, fostering awareness of one's thought processes, enhancing engagement and ownership in learning, refining reflective and analytical skills, strengthening problem-solving capabilities, enabling self-expression, sparking creativity, honing writing proficiency, facilitating communication, encouraging exploration and experimentation, and serving as an instructional aid for teaching content (Kolencik & Hillwig, 2011, p. 40). We used the Later benefit in this research to mark the progress of the classroom and reflect on the effectiveness of our approach. A thinking journal offers flexibility in its structure, allowing for free-form writing or organized formats like double entry or dialogue journals; the students appreciated this, as it allowed them to write whatever they wanted, not bounded by any academic expectations. Costa, Bellanca, and Fogarty's (1992) research proposes multiple methods for utilizing thinking journals, such as capturing lecture or reading highlights, making predictions, posing inquiries, summarizing content, contemplating learning experiences, linking concepts to personal experiences or other disciplines, tracking changes over time, responding to prompts, brainstorming ideas, recognizing challenges, documenting problem-solving methods, and monitoring growth. Furthermore, integrating visual elements like drawings or concept maps alongside written entries can enrich the journaling experience. Kolencik and Hillwig (2011) offer these creative comparisons and prompts to inspire and assist students in their journal writing. They present varied ways to approach journaling; we will mention some of them:

- View your journal as a personal letter, contemplating what memories or thoughts you wish to preserve and engaging in self-reflection.
- Consider your journal a photographic collection, capturing diverse aspects of life through different perspectives and angles.
- Imagine your journal as a wardrobe of possibilities, allowing you to adopt various roles or express yourself through poetry and rhymes.

- Think of your journal as a direct transcript of your thoughts, akin to a recording device capturing your inner dialogue.
- Envision your journal as a treasure chest, each entry representing a unique idea or insight waiting to be discovered.
- Treat your journal as a historical account, writing to give future readers insights into contemporary life and viewpoints.
- Regard your journal as a travel diary, documenting observations and reflections on cultures, traditions, and personal beliefs, including those of others.

Many studies support the use of journaling as a metacognitive strategy, among which writing possesses the ability to capture a flow of thoughts, incorporating past events, present contemplations, and future anticipations (Emig, 1977); Journaling establishes a self-generated feedback mechanism, enabling individuals to contemplate their own thoughts and experiences (Yinger, 1985); Dialogue journaling, referred to as written conversation, merges oral interaction with written communication in an engaging and interactive approach (Flood & Lapp, 1988); Describing the process of problem-solving through writing improves the actual problem-solving procedure (Selfe & Arbabi, 1983); Participating in journal writing is connected to improvements in metacognitive skills (McCrindle & Christensen, 1995); Journal writing provides individuals with the opportunity to observe and acknowledge their inherent thought processes through the act of writing (Wetherell & Mullins, 1996); Encouraging students to actively participate in both verbal discussions and written expression aids in their understanding and absorption of the taught concepts (Markowitz & Jensen, 1999).

3.4.3. Graphic Organizers

Thinking maps, also known as visual organizers, are educational aids used to display relationships between facts, terms, or ideas during learning tasks. As Black and Black (1990) described, these maps act as mental models representing critical skills such as sequencing, comparing, contrasting, and classifying, encouraging students to engage in active cognitive activities. Through visual representations of intricate connections, thinking maps promote a better understanding of lesson material. Additionally, they serve as tools for metacognition, allowing students to apply thinking methods learned from one lesson to others featuring similar relationships (Kolencik & Hillwig, 2011, pp. 73–74). Jones, Palincscar, Ogle, and Carr (1987) suggest that graphic organizers and structured outline systems can greatly benefit students in processing information. These methods help students in tasks such as identifying, choosing, arranging, combining, and reorganizing information, thereby enhancing their understanding and ability to produce written responses. McTighe and Lyman (1992) provided that thinking maps serve as beneficial teaching tools by rendering abstract or implicit information into a more tangible and comprehensible form. For example, their usage in combining different inputs provided in the classroom helps students make connections, which helps in visualizing connections among facts and concepts. While they make these connections, that would be helpful in the creation and structuring of ideas for writing assignments. As essential elements of metacognitive awareness, this will support students in relating novel information to their existing knowledge base, enabling the storage, retrieval,

and evaluation of information and monitoring student cognition and learning progress. Similarly, Marzano emphasizes the widespread use of graphic organizers to aid students in generating non-verbal representations. He also cites research in educational technology by Gerlic and Jausovec (1999), which suggests that involving students in creating non-verbal representations boosts brain activity and improves learning (R. et al., 2001). As cited by Kolencik and Hillwig (2011), Mercury and Jeffries (2001) offer practical advice on integrating graphic organizers into teaching practices. They propose strategies such as articulating connections among concepts depicted in the organizer, engaging students actively, connecting new information with prior knowledge, previewing upcoming text, and reinforcing decoding and structural analysis skills. Moreover, thinking maps allow educators to emphasize crucial elements and distinguish between primary ideas, secondary concepts, and supporting details (Kolencik & Hillwig, 2011, p. 75). Kolencik and Hillwig (2011) also provide set thinking maps and graphic organizers activities, each tailored to distinct functions in structuring information and fostering metacognitive abilities. These tools, ranging from descriptive maps to network trees and KWL charts, are vital for nurturing advanced cognitive processes (Kolencik & Hillwig, 2011, pp. 75–76).

Many studies support the use of graphic organizers as a metacognitive strategy, among which we state that information is systematically arranged and stored by the mind (Ausubel, 1968). Using visual tools like graphic organizers to depict the arrangement of ideas and information supports understanding and boosts learning effectiveness (Flood & Lapp, 1988).

3.4.4. Thinking Readers

Since we are studying the implementation of these strategies in EFL literature education, thinking readers and how to teach a thinking reader are fundamental skills that we need to look at. Metacognition in literacy entails readers actively monitoring their comprehension levels as they engage with texts, using this self-awareness to navigate their reading journey. Skilled readers proficiently employ metacognitive techniques to assess their understanding, distinguishing between comprehension and confusion. Cognitive reading methods underscore the importance of decoding, understanding vocabulary, constructing meaning, and refining reader strategies. Effective readers strive to extract significance from their texts, emphasizing the deliberate selection and oversight of strategies to optimize comprehension (Kolencik & Hillwig, 2011, pp. 87–88). Due to the deeply ingrained traditional teaching and learning methods, we observed that students do not know what to think about reading; this is the best case where they actually read text. Understanding one's reading process is essential for proficient readers. They grasp the significance of an author's intent and employ various techniques to enrich their reading. Educators can aid students in honing practical metacognitive reading skills by prompting them to monitor comprehension, particularly when encountering difficulties. Scholars propose diverse tactics like previewing text, pinpointing crucial details, posing inquiries, deciphering unfamiliar terms, assessing understanding, discerning text connections, and adjusting reading speed. Students must be trained through developing these skills and overcoming complexities with literary texts. Mokhtari and Sheorey (2002), cited byKolencik and Hillwig (2011), devised the

Metacognitive Awareness of Reading Strategies Inventory, empowering students to evaluate their reading approaches. With 30 items grouped into global reading tactics, problem-solving methods, and support strategies, this tool allows educators to grasp students' metacognitive awareness and application of reading strategies. It is a valuable asset for educators to comprehend students' learning processes and refine instructional strategies accordingly (Kolencik & Hillwig, 2011, p. 88). As part of our research, we initially wanted to use this inventory to measure students' metacognitive awareness as thinking readers using pre and post-testing; when we gave the inventory to students, we were surprised to find that the scores were very high; this does not match with students performance in the classroom. Hence, the inventory failed to mirror students' actual level, and since this relies intensely on student self-assessment, we could not complete the scoring using this method.

Many studies support thinking readers as a metacognitive strategy, among which we could mention that systematic and direct instruction can enhance students' awareness of their reading comprehension processes (Winograd, 1990). Integrating queries into reading material can aid struggling readers. When students encounter questions during reading, they tend to utilize proactive metacognitive strategies more readily. Metacognitive teaching methods yield more significant improvements for struggling readers than those more proficient in reading (Weir, 1998). Reading logs and self-assessment checklists serve as valuable instruments in nurturing metacognitive growth. They encourage students to introspect on their reading routines and actively evaluate their comprehension of the material they engage with (Swartzendruber-Putnam, 2000). Reading comprehension entails the reader's capacity to seamlessly blend and apply existing knowledge with the information conveyed within the text (Onwuegbuzie et al., 2004).

It is essential to grasp the difference between metacognitive skills and strategies to achieve reading proficiency. Metacognitive skills, as outlined by Rachel Bellemayer (2001), include abilities such as prediction, paraphrasing, and delaying decision-making, which are adaptable to different learning contexts. Skills denote the understanding of how to perform a particular action. Conversely, strategies entail specific approaches for using these skills or discerning when to apply them. For example, a metacognitive strategy might entail recognizing the need for comprehension support and re-reading a passage slowly for better understanding. Compelling reading entails possessing metacognitive skills and self-assessment and knowing when to deploy them. This awareness evolves into metacognitive strategies, wherein students grasp the timing and methods for employing specific skills. Studies indicate that while students may grasp metacognitive skills, they may struggle with applying them effectively. Thus, proficient readers can utilize diverse strategies for various reading tasks (Kolencik & Hillwig, 2011, p. 90). Developing such awareness for adult learners is not a big challenge; the student's interest in the material determines whatever comes next; when students are not interested in the literary work, we noticed that they would need to be open to using any strategy whatsoever. Hence, one of the proposed solutions by Kolencik and Hillwing (2011) is observing teachers regulate their own cognitive processes and prompts students to utilize metacognitive techniques, which we called earlier she does not aloud; this entails asking questions such as, "How can I enhance my comprehension?" or "Is it beneficial to revisit and read slower?" This technique aids students in grasping the cognitive strategies employed to overcome comprehension obstacles. Self-inquiry is

fundamental for becoming adept readers (Kolencik & Hillwig, 2011, p. 91). They underscore that active meaning-making by readers is vital during reading, showing the value of drawing on previous knowledge to aid understanding. The researchers highlighted tools such as the KWL chart and anticipation guides as beneficial for students to access prior knowledge and establish context before delving into text. Moreover, they adept learners to recognize the importance of organizing information effectively, whether mentally or through visual aids like thinking maps, Venn diagrams, timelines, or concept webs, catering to different learning styles (Kolencik & Hillwig, 2011, p. 91).

Learning typically unfolds in three stages: planning, active participation, and reflection. By adhering to these phases, student engagement is optimized. Kolencik and Hillwig (2011) explained that in the planning stage, learners are encouraged to proactively ready themselves for reading by evaluating existing knowledge, addressing unfamiliar terms, setting clear reading objectives, and grasping the underlying structure of the text. However, many students need help recognizing the relevance of their past experiences, necessitating guidance from educators to establish connections between prior knowledge and current learning tasks. For example, in analyzing literary works, students jump to using their prior knowledge to start analyzing directly; the teacher, in this case, should provide enough guidance to go through the pre-reading stages step by step. Advanced organizers emerge as valuable aids in this regard. They assist in arranging new material by linking it to familiar concepts, thus facilitating the adaptation and inventive application of knowledge in novel situations (Kolencik & Hillwig, 2011, pp. 91–92). The "Request" technique, introduced by Manzo in 1969, employs reciprocal questioning and proves valuable in the initial planning phase to assist students in tapping into their existing knowledge. During this method, the teacher and students read collaboratively, after which the teacher ceases reading while students retain access to the text. Subsequently, students generate questions pertaining to the passage, with the teacher offering guidance to refine question quality if necessary. Once done, students independently select their reading material, and the teacher prompts them with questions to trigger the retrieval of pertinent prior knowledge. This method not only aids in assessing prior knowledge but also functions as a model for inquiry and directs students' reading endeavors, fostering active participation in the learning process (Manzo, 1969).

During the learning process, Kolencik and Hillwig (2011) indicate that students must actively organize information, monitor their understanding, and ask themselves questions. They proposed tools like thinking maps to help them structure the material they are reading, while self-reflection questions like "Have I grasped the content?" and "What is the author trying to convey?" encourage them to evaluate their learning. This metacognitive awareness shows that students are mindful of their cognitive processes (Kolencik & Hillwig, 2011, pp. 92–93).

During the reflective learning phase, the researchers suggested that students evaluate their progress in meeting reading objectives and link new information to existing knowledge. In this phase, they demonstrate that a thoughtful reader strategizes how to apply newfound knowledge in upcoming situations. They advised utilizing methods like journaling to support this process, with prompts guiding students toward self-awareness. For instance, students may reflect on how they addressed difficulties in dealing with classical works, as it seemed

very challenging. Through self-reflection and evaluation, students engage in genuine metacognitive practice (Kolencik & Hillwig, 2011, p. 93).

3.4.5. The Art of Teacher Questioning

Questioning is a crucial skill for enhancing metacognition. While not always instinctive, it can be developed through intentional practice. Meta-Q questioning, which stimulates deeper thinking and fosters self-reflection and regulation, holds particular importance. This approach includes teacher and student questions, underscoring their collective role in strengthening metacognitive skills (Kolencik & Hillwig, 2011, p. 101). Walsh and Sattes (1995; 2003) emphasize the importance of enhancing questioning skills in education, providing five compelling reasons to support this notion. First, questioning is pivotal in learning, driving personal meaning-making and connection-building. Moreover, questioning serves multiple roles in teaching, including delivering critical content, gauging comprehension, and tapping into students' prior knowledge. Furthermore, questions are a booster for cognitive processes like problem-solving, decision-making, and critical thinking (Walsh & Sattes, 1995). Despite the apparent significance of questioning, educators fail to diversify their questioning strategies, which leads to limiting themselves and student learning outcomes; this was one of the observed problems in teaching literature in Algerian EFL higher education; even if questions are provided, they would be restricted to closed questions relying on traditional methods of predetermined analysis of literary texts, recalling facts rather than fostering deep comprehension and critical thinking.

According to Michalski's findings in 2013, various question types fulfill unique roles in facilitating learning. Comprehension questions assist learners in understanding the objectives or central concepts of tasks or issues. Connection questions foster deeper comprehension by examining relational patterns and utilizing existing knowledge. Strategy questions prompt learners to strategize, select suitable approaches, and evaluate their efficacy. Reflection questions are critical in assessing problem-solving methodologies, encouraging learners to explore different viewpoints and ethical considerations regarding their solutions (Michalsky, 2013, pp. 1846–1873). Likewise, Hunkins (1995) proposes that questioning should aid students in forming concepts and connections rather than solely testing memorization. Therefore, the focus should be on asking open-ended questions that encourage students' exploration and intricate thought processes (Hunkins, 1994).

Kolencik and Hillwig (2011) conceptualized questioning as a valuable asset in teaching, adaptable for use before, during, and after instructional sessions. Different question types fulfill distinct roles at each phase. They provided examples of questions asked before introducing new material, and questions targeting prior knowledge activation proved beneficial. Sample queries like "Can you remember what you have learned about..." assist students in tapping into their pre-existing knowledge base. They explained that meta-Q questions, fostering self-assessment and introspection, find particular relevance at the outset of a lesson, demonstrating students' engagement with metacognitive processes (Kolencik & Hillwig, 2011, pp. 102–103). In the same context, Webb (2021) stated that questioning is a potent instructional tool that facilitates exploration, probing, feedback, and more. The objective is to instill in students the habit of posing internal inquiries as they work, organized

into three main categories: knowledge, regulation, and motivation (Webb, 2021). She entailed that in the realm of knowledge, students are prompted to assess their understanding of tasks or concepts, draw connections with prior knowledge, and determine suitable strategies for the task at hand. Regulation entails reflecting on past strategies, monitoring progress, identifying common errors, addressing challenges encountered, and evaluating performance post-task. In terms of motivation, students evaluate their current drive during tasks and analyze its impact on their performance. They also explore techniques for enhancing motivation in future endeavors (Webb, 2021, p. 33). To illustrate this, the question could be, "What do you know about this? Why was this task hard for you?" "and "How can you do this better next time?" "These probing questions serve as the cornerstone for nurturing metacognitive skills, guiding students towards heightened awareness, control, and reflection throughout their learning journey.

Throughout instruction, questions are vital for guiding students through practice and ensuring their continued engagement and concentration. The nature of these questions may vary depending on factors like the subject matter and the age group of the students. They are designed to prompt students to delve into deeper levels of thinking. For instance, questions such as "What are your current thoughts on this?" or" "How" has your perspective on this topic evolved since we began discussing it?" are examples of meta-Q questions that encourage students to reflect on their learning process. Many of the questions posed during instruction aim to avoid soliciting a single correct response but encourage developing additional inquiries and forming fresh ideas and connections (Kolencik & Hillwig, 2011, p. 103).

Kolencik and Hillwig added that post-instruction questioning is a valuable means to review learned material. This review phase aids in cementing comprehension before moving on to new subjects or wrapping up the learning session. They explained that depending on how queries are framed, they can prompt students to delve deeper into their thinking processes and cultivate intricate concepts and connections. Examples of such inquiries include requests to summarize learned content or contemplate how to apply newfound knowledge. Questions stimulate and concentrate students, facilitate more profound cognitive processing, offer chances for practical application, and empower students to gauge their own grasp of the subject matter. Understanding what constitutes effective teacher questioning is imperative, given the substantial advantages it brings to the learning process (Kolencik & Hillwig, 2011; Wilen, 1987). The inquiries teachers raise wield considerable sway over students' learning. Students are prone to directing their attention towards information that resonates with the queries posed by their instructors, interpreting these queries as cues for noteworthy content (Kolencik & Hillwig, 2011, pp. 103–104). From what was mentioned earlier, we understand that teacher questioning profoundly impacts how students learn and who actively engage in the learning process. However, teacher questioning should not overscale students' engagement since their questions are also prominent to achieve higher levels of learning; sadly, we observed that teachers do not give students sufficient opportunities to participate in practical inquiries; we would like to overcome that by focusing on training students on Crafting thoughtful questions that align with lesson objectives.

3.4.6. Student Generated Questions

Student-generated questions play a vital role in the learning process, particularly within the framework of Meta-Q questioning. These questions enhance learning and understanding and promote self-regulated learning and reflection. According to Walsh and Sattes (2003), student questions create opportunities for dialogue, fostering a collaborative learning environment where students feel at ease engaging with both peers and teachers. Proficient questioners demonstrate practical communication skills, which are essential for meaningful interaction. Furthermore, the ability to formulate questions originates from recognizing areas of uncertainty, encouraging deeper comprehension. Questions can ignite curiosity, motivating students to pursue understanding actively. Hunkins (1995) explained that questions should be seen as active instruments wielded by students, empowering them to drive their own inquiry process (Hunkins, 1994; Walsh & Sattes, 1995). The equipment of students with self-inquiry and elevated questions while engaging with classroom materials is like providing them with an arrow and a target with proficient training to hit the bullseye; the target here is the increased awareness of their learning.

The ability to pose meaningful questions fosters substantial learning and growth. Ciardiello (1998) underscores the profound impact of asking quality questions, drawing on personal anecdotes to illustrate this point. Studies indicate that explicit training in question formulation is critical for students to generate more advanced inquiries. McPherson (2001) stresses the significance of instructing students on various question types, such as comprehension queries to grasp the issue, connection inquiries to link it with previous knowledge, strategy probes to select suitable problem-solving methods, and reflection prompts to assess comprehension and address challenges. Ciardiello and McPherson propose that explicitly teaching students how to generate questions is essential. They assert that this skill involves metacognition, as studies suggest that self-questioning is highly effective for overseeing and controlling one's learning process. Creating questions is a support structure that helps learners refine their cognitive abilities internally. Costa (2008) further suggests that self-formulating questions boost comprehension (Ciardiello, 1993; Costa, 2007; Kolencik & Hillwig, 2011, p. 106). However, research indicates that only a few students naturally acquire this skill without direct teaching. Therefore, it is necessary to teach students how to craft questions that seek knowledge and generate hypotheses that do not necessarily have a single correct answer (Kolencik & Hillwig, 2011, p. 106). In this regard, the researchers recommend teaching students how to use open-ended questions that enhance critical thinking and reflection on the subject matter; such questions could include divergent and evaluative questions because convergent questions are often linked with lower cognitive levels. These questions expect accurate responses within a defined range, although the correct answer is broader than factual ones. Convergent questions bring together information from different segments to form a cohesive response. Examples demonstrate how these questions delve into the explanations or reasons behind specific events or situations, aiming to draw out precise and focused responses. For example, "What is the main theme here?" as you can notice, such questions do not actually target curiosity. However, divergent questioning involves inquiries that stimulate higher-order cognitive processes and need more definitive answers. These questions foster creativity and often lead to further exploration. For example, "If this took place today, what would it be like?" or "How could we look at this differently?" Some educators may shy away from

divergent questioning due to concerns about unpredictable student responses. However, that is the beauty of it; after training students on how to ask divergent questions in this research, it was just beautiful to watch them collaboratively creating meaning and learning through argumentation, and we should not be worried about the learning process because students are already being trained on how to be aware of there their roles in the classroom. Additionally, emphasizing standardized testing may dissuade teachers from employing open-ended questioning methods. Divergent questioning necessitates time for students to formulate thoughtful responses and engage in meaningful discussions, a factor that some educators view as challenging within time constraints. However, it is essential to acknowledge that nurturing divergent thinking enhances students' critical thinking skills, improving learning outcomes and test performance. In addition, evaluative questions demand critical thinking at the most advanced cognitive level. Responding to these questions entails analyzing relationships, identifying similarities and differences, or assessing value. Individuals draw upon their own perspectives to make judgments and justify their decisions. For example, asking, "Why are we doing this?" or "How does this relate to what we have done before?" Evaluative questions prompt individuals to compare historical events, assess the impact of explorations, and analyze the benefits and drawbacks of specific endeavors.

We should emphasize to students the significance of grasping the skill of formulating higher-level questions and help them understand why this skill is valuable. Teachers should guide students in understanding the underlying cognitive processes involved in higher-level questioning and how different questions relate to these cognitive levels, especially analysis, synthesis, and evaluation. It is essential to explain the term "divergent" thoroughly, stressing that such questions do not have a single correct answer but require deep and expansive thinking about a subject or problem. Students should be encouraged to identify the characteristics of divergent questions and recognize critical words or phrases that signal such questions, like "if...then," "suppose that...," "imagine...," or "predict..." Once students demonstrate comprehension of divergent questions, the instruction can advance to the next phase. Kolencik and Hillwig (2011) further elaborated that students are primed to generate questions through preliminary analysis and categorizing existing questions. They are tasked with examining basic questions, discerning their cognitive complexity within small groups, and distinguishing between analysis, synthesis, or evaluation levels. They suggested using cues denoting different cognitive tiers to aid in this process. Following group work, the class deliberates on why certain questions fit specific categories. They believe this collective discussion delves deeper into understanding divergent questions, prompting students to actively engage in critical thinking and apply metacognitive abilities to dissect question types. Instructing teachers to exemplify the creation of divergent questions for students is a crucial step for Kolencik and Hillwig. Starting with a passage from the students' text is advised, followed by the think-aloud technique, where the teacher vocalizes their cognitive process while formulating the question. This approach is especially beneficial during this phase of instruction (Kolencik & Hillwig, 2011, p. 109). Afterward, students can use their divergent questioning skills by creating their own questions following the teacher's demonstration. They work collaboratively in small groups, using cue words like categorize, compare, contrast, and assess to shape their questions. These questions are then presented to the whole class for collective analysis and evaluation, ensuring they align with the criteria for

divergent questioning. They asserted that by using text passages to teach question generation, students refine their ability to ask insightful questions and engage in a deeper cognitive exploration of the content (Kolencik & Hillwig, 2011, pp. 109–110). The introduction of divergent questions to students does not necessarily have to follow these steps; it depends on the level of students and their receptive capabilities. Applying this with adult learners at university was much easier, and they quickly grasped the concept. The main aim is to cultivate metacognitive abilities in students. They are prompted to undertake mental reflection, categorization, leveraging prior knowledge, and self-assessment as they advance. To apply Hubbard and Power's (1993) inquiry method to the classroom, the idea is for students to collaborate in small groups and brainstorm topics of curiosity within the classroom. These interests can then be converted into divergent questions for question-generation practice. Students are given prompts like "I wonder why," "I wonder how," "I wonder what would happen if," and so forth to aid in this process. Fostering a supportive and accepting classroom atmosphere is stressful, as well as ensuring that students feel safe to voice their inquiries, which should be treated with respect and importance (Hubbard & Power, 2003). What made this more accessible to implement in the context of EFL literature is that literature is presented as rich material. It means to promote thousands of Divergent questions relying on diverse themes. As cited by Kolencik and Hillwig (2011), Goodman stresses the importance of teaching students to recognize that significant questions often warrant nuanced, multifaceted answers rather than simplistic responses. The objective is to instill a habit of probing profoundly and critically, encouraging students to question naturally and refrain from settling for superficial explanations. While primarily geared towards middle and high school students or adults, the approach can be adjusted for elementary students, albeit as we exemplified earlier, with potentially greater effectiveness among older learners (Kolencik & Hillwig, 2011, pp. 101–111).

Measuring metacognition presents obstacles due to its implicit nature and the challenge of individuals recognizing their own cognitive processes. Sandi-Urena (2008) delineated methods for metacognitive assessment, categorized as probable, simultaneous, and retrospective, depending on their timing in relation to the task. Assessment tools are divided into self-report surveys and interviews and objective behavior evaluations like systematic observation and think-aloud protocols. While simultaneous measurement, employing think-aloud protocols and systematic observation, provides insights into metacognitive processes, it can disrupt learning and lack practicality in classrooms. Probable and retrospective assessment methods, such as surveys and interviews, allow for comprehensive data gathering but may be prone to bias and time-consuming. Interviews offer thorough exploration but could be more convenient and suitable for classroom settings (Akturk & Sahin, 2011, p. 3734). While endeavors to foster metacognitive awareness and teaching persist, more attention must be given to evaluating metacognition, impeding research advancements. Present assessment approaches for metacognition, encompassing observations, discussions, and self-assessments, lack a unified instrument capable of concurrently measuring all facets of metacognition. Hence, there is an ongoing necessity to refine tools to gauge metacognitive functions effectively. Metacognition in our research is not measured as the outcome of its usage per se but more quantitative data to support specific teaching experience results.

3.5. Research Design and Rationale

To understand the integration of dialogic literary argumentation and metacognition, we will provide an extended explanation of the research design, stating its objectives and rationale for choosing action research as an approach in this study. We will also explain the different parts involved in the data collection and analysis processes.

3.5.1. Research Objectives

This research addresses the need for innovative pedagogical models incorporating dialogic literary argumentation and metacognitive practices to enhance literature teaching and learning outcomes. The primary objective of this research is to develop and evaluate a teaching model that integrates dialogic literary argumentation and metacognition to improve EFL literature education, especially in Algerian higher education. This study employs an action research framework to implement and evaluate innovative teaching strategies in the context of EFL literature classes. The research employs a mixed method to investigate the research questions comprehensively; this allows for the collection of qualitative and quantitative data, providing an enhanced understanding of the impact of the teaching strategies.

3.5.2. The Rationale for Choosing the Action Research

The integration of action research applying a sample of third year English students at UHBC within the Algerian Higher Education context involves leveraging the strengths of both methodologies to achieve a comprehensive understanding and practical improvements. The action research provides the iterative, participatory process needed for change, while the specified sample offers a detailed contextual analysis. The action research is particularly suited for this study context for several reasons:

- **Focus on Practical Improvement:** Action research is ideally suited for this study as it focuses on practical improvement within the context of EFL higher education in Algeria. The research aims to enhance literature teaching methods by integrating dialogic literary argumentation and metacognition, which aligns with the action research goal of implementing and evaluating meaningful changes in real-world educational settings.
- **Iterative Nature and Flexibility:** Action research's flexibility and iterative nature make it an appropriate methodology for this study. Although the research will focus on a single-cycle implementation, its inherent adaptability allows for the necessary adjustments and evaluations within the dynamic context of the classroom.
- **Collaboration and Participatory Approach:** Action research's emphasis on collaboration and participatory engagement is particularly suitable for this study. By involving students as active participants in the implementation and evaluation process, the research promotes a sense of ownership and practical relevance, ensuring that the findings are grounded in the actual experiences of those involved.
- **Context-Specific Insights:** Action research's context-specific nature makes it an ideal methodology for this study. Focusing on the unique challenges and opportunities

within Algerian EFL higher education, the research provides insights and solutions that are directly applicable and highly relevant to this specific educational setting.

- **Reflective Practice:** Action research's emphasis on reflective practice aligns perfectly with this study's goals. By encouraging educators to reflect on and evaluate their teaching methods, the research supports the development of literature teaching and learning skills, enhancing the overall educational experience.

3.5.3. The Action Research Implementation Plan

This research employs a single-cycle implementation approach to evaluate the integration of dialogic literary argumentation and metacognition into the literature curriculum. Unlike traditional action research involving iterative refinements, this study will implement a well-developed strategy without iterative adjustments.

➢ **Phases of the Implementation Plan**

Phase 1: Planning

- **Objective:** Develop a strategy for incorporating dialogic literary argumentation and metacognition into the literature curriculum. After identifying the gap from the theoretical framework of dialogical literary argumentation (Chapter 2), be it missing metacognitive scaffolds that enhance students' awareness of the approach and engagement with literary texts, we implemented lesson plans that combine the elements of dialogic literary argumentation and metacognitive strategies, to address the main and sub-research questions. However, we ensured that the action for this plan must align with the context of Algerian Higher Education, particularly for third-year students.

- **Actions:** Identify issues in teaching literature dialogically in Algerian higher education and develop and prepare the input. The first step of identifying the problem was performed through semi-structured interviews with teachers from different universities in Algeria. Afterward, the input for the fusion approach was designed accordingly, answering some of the teacher inquiries, including:

  - ✓ How can the integration approach solve the engagement problem with EFL literature?
  - ✓ What is the reason why students answer randomly in literature classes?
  - ✓ Why do students' answers lack critical thinking and practical foundations?
  - ✓ What kind of activities can we select from metacognitive strategies that can enhance collaborative learning and attain the learning objectives from the literature?
  - ✓ How does raising awareness through using dialogic literary argumentation increase students' metacognitive skills?
  - ✓ How can we make the students life-long learners and readers?

From the inquiries, the research sought to investigate the primary themes that could directly relate to the areas of improvement, including:

- ✓ **Text Selection:** In this regard, we provide a specified literary text selection based on students' interests while maintaining coverage of different literary periods. The aim here is to identify the kind of literature the students are most engaged with and how, through the fusion approach, we can increase interaction even with challenging texts across multiple eras.
- ✓ **Learning to Argue:** In light of the problems of random answers in classrooms and lack of critical thinking skills, the design of the approach starts with integrating sessions to improve students' argumentation skills while implementing the necessary metacognitive strategies to lead the way; this was a necessity that cleared the path to the shift to argue to learn.
- ✓ **Teacher's Role:** The planning of the teacher's role in the classroom in the approach necessitated the active engagement with the activities presented in the lessons, pertaining to the foundation of collaborative engagement with the discussions and increasing students' awareness, reflections, critical thinking, and engagement with the approaches objectives; this lead to a design that consists of teacher's engagement as a third party while recognizing different teachable moments when try occur, and the crucial element of guidance through effective questioning.
- ✓ **Students' Engagement:** To answer the inquiries of students' engagement, we focus on the nature of collaboration they take part in within the integration of dialogic literary argumentation and metacognitive strategies; the combination of both approaches leads to design an input focusing on students' questioning strategies, the way they build on each other's ideas, and how they make connections across different areas to the same lesson, their prior knowledge, and the world around them.
- ✓ **Identity and personhood in learning:** While boosting argumentation skills and collaborative engagement was crucial, we considered personhood as an element from dialogic literary argumentation, as a crusade to raise awareness of the metacognitive strategies in the approach so students learn how to put themselves in and beyond their arguments to understand others and what it means to be human together.
- ✓ **Assessment Practices:** Formative and summative assessments are fundamental elements of every approach. The implementation focused on increasing students' argumentative writing skills while keeping them loyal to their interests through fostering creative writing, keeping journals, and using essay task selection criteria that align with their motivations in writing.
- ✓ **Metacognitive Awareness and Reflection Tracking:** As part of the planning in this action research, we concluded the implementation by measuring metacognitive awareness and reflection throughout the program to maintain the effectiveness of the fusion approach to the basic elements of developing epistemic knowledge and interaction.

- **Timeline:** Month 1
- **Intended Outcomes:** A detailed strategy to implement dialogic literary argumentation and metacognition.

Phase 2: Acting

- **Objective:** Implement the new strategies in the classroom. This includes a thoughtful intervention to address the specified problems communicated in the teaching of literature dialogically in Algerian higher education as well as the enhancement of the elements pre-determined in the research questions, be it critical thinking, student engagement, and argumentation skills through the fusion between dialogic literary argumentation elements and metacognitive strategies. The action plan is apparent in the sections of data analysis in the following chapter.
- **Actions:** Introduce methods, conduct lessons, monitor implementation.
- **Timeline:** Months 5-6
- **Intended Outcomes:** implementation and preliminary data on the effectiveness of teaching strategies on students' engagement, critical thinking, and argumentation skills while addressing the problems faced by literature teachers.

Phase 3: Observing

- **Objective:** Collect and document data on the implementation.
- **Actions:** Record sessions, collect student work, conduct interviews and surveys.
- **Timeline:** Months 5-6 alongside the acting
- **Intended Outcomes:** Comprehensive data on the implementation process and its impact.

Phase 4: Reflecting

- **Objective:** Analyze the collected data to evaluate the teaching strategy.
- **Actions:** Analyze data, evaluate effectiveness, and document findings.
- **Timeline:** Month 7
- **Intended Outcomes:** Insights into the effectiveness of the implemented strategy.

➢ **Justification for No Iterative Refinements**

The decision to forego iterative refinements is based on the studies' scope and pilot nature. The scope of this study is specifically aimed at evaluating the immediate effects of integrating dialogic literary argumentation and metacognition into the literature curriculum. As such, the research design emphasizes a thorough initial implementation without iterative refinements. In addition, this research aims to gather preliminary data and insights on the new teaching strategy. A single implementation provides valuable initial findings that can inform future, more extensive research initiatives. This study followed this method to allow a detailed look at one specific action which allows for a focused evaluation of the intervention and provides clear insights into its initial impact.

➢ **Integration with Research Questions**

The implementation plan is designed to address the research questions by systematically implementing and evaluating the teaching strategies. Each phase contributes to understanding how dialogic literary argumentation and metacognition can enhance literature teaching in EFL contexts.

3.5.4. Participants

Sampling is a fundamental aspect of research methodology that involves selecting a subset of individuals, events, or objects from a larger population to make inferences about the entire population. The sampling process ensures that the selected sample accurately represents the population, enabling researchers to draw valid and reliable conclusions.

In this research, we used non-probability sampling. In this type of sampling, not all population members have a known or equal chance of being selected. This type of sampling is often used in exploratory research where more than generalizability is needed.

The study involves two sets of samples. The first participants were five literature teachers from different Algerian universities. The participants were chosen to represent diverse backgrounds and experiences in teaching literature in Algerian higher education; this ensures a comprehensive analysis of teachers' current problems in implementing input in literature classrooms. The second sample is 30 students from the third-year English classes from the University of Chlef, Algeria. The participants were meticulously chosen for a teaching experiment to undergo the application of the fusion model through online courses over a semester, ensuring a comprehensive analysis of the strategies' effectiveness across different elements. The sampling is small as this preliminary investigation intends to lay the groundwork for more extensive future studies.

3.5.4.1. Teacher's Profile

The interview sample is five literature teachers from different EFL departments in Algeria. They are experienced English language educators at the tertiary level, holding at least a Doctoral degree in English Language and Literature teaching. Most of them have more than five years of teaching experience in EFL literature. One of them is a professor at the Tlemcen University. They have comprehensive expertise in applying innovative pedagogical approaches such as active learning and communicative language teaching. They demonstrate a strong interest and enthusiasm for research on language teaching methodologies. One of them participated in integrating a new curriculum in teaching literature at Guelma University.

3.5.4.2. Learners' Profile

The selected sample involved thirty (30) students from the third year of English LMD at Chlef University. They come from the same university and have the same educational background. Their native language is Arabic. French is their first foreign language, and English is their second.

Given its introductory and comprehensive nature, the Licence program is an ideal stage for implementing and testing new educational approaches. By targeting students at this

foundational level, the new approach can build solid and early competencies in dialogic literary argumentation and metacognitive strategies, which are crucial for their academic and professional development. Introducing innovative teaching methods at the Licence level allows for early intervention in students' academic journeys. This early exposure to dialogic literary argumentation and metacognitive strategies can significantly influence students' subsequent learning experiences and academic performance. Early intervention helps develop critical thinking, argumentation skills, and engagement from the beginning of their higher education, setting a solid foundation for future studies and professional life. Also, at the third-year level, students need to be more specialized in literary studies and beginners in exposure to EFL as first and second-year students.

3.5.5. Data Collection and Analysis Methods

The data collection process was meticulously designed, incorporating a combination of semi-structured interviews, classroom video recordings, transcripts, observations, questionnaires, and assessment practices. Following an exploratory sequential design, these comprehensive methods were chosen to ensure a robust collection of in-depth qualitative insights and quantitative data on the research objectives, instilling confidence in the validity of our findings.

3.5.5.1. Semi-Structured Interviews

As a qualitative data collection method, semi-structured interviews are commonly used in social sciences and other fields to gather in-depth participant insights. Structured interviews use a pre-determined set of questions. However, semi-structured interviews use a flexible guide to explore topics in greater detail.

Five teachers were interviewed to gather detailed insights into their experiences and perceptions of teaching literature in EFL in Algerian higher education; the interviews were held via Google Meet. We sought to use this data collection tool because it balances structure and flexibility. They use an interview guide with predetermined open-ended questions but allow the interviewer to probe further based on the responses. This flexibility helps capture richer data and explore problematic areas that may emerge during the interview; with a more relaxed and open-ended dialogue, participants felt comfortable sharing their thoughts and experiences in their own words. The open-ended nature of the questions enables participants to elaborate on their answers, providing detailed and nuanced insights into their perspectives, feelings, and experiences in teaching literature in EFL settings. For instance, one participant shared a unique teaching strategy that they found compelling, which was not part of the original interview guide. They even provided extra insights that added valuable contributions to the results.

3.5.5.2. Classroom Video Recordings and Transcripts

The teaching experience involving the research sample, third-year students of English at UHBC, was held via Google Meet online classes. The small sample allowed for such a method. Each lesson was video recorded using the TL DV AI tool.

TL; DV (Too Long; Did not View) is an AI tool designed to organize the process of extracting key insights and summaries from video content well. It uses progressive artificial intelligence and machine learning algorithms to analyze videos and generate concise, actionable content to make it easy for users to grasp the main points in Google Meet. This tool benefited our research because it saves the recordings of Google Meet lessons and transcribes spoken content in videos, creating a searchable text document. This transcription can be used for reference, note-taking, or further analysis. Since the analysis of qualitative and quantitative data relied heavily on transcripts, TL; DV was beneficial for our lengthy lectures, particularly in saving us time by providing quick overviews. In addition, it is easy to search through the video transcriptions and summaries to find specific information quickly. This feature helps locate particular topics or discussions within a long video. With automated transcriptions and keyword extraction, we can efficiently organize and reference video content, enhancing productivity and workflow.

3.5.5.3. Observations and Performance Assessments

In the context of action research, observations involve systematically watching and recording students' behavior and interactions during literature sessions. This method provides valuable insights into students' engagement, participation, and responses to the implemented teaching methods. By noting non-verbal cues, group dynamics, and interest levels, we can gauge their instructional strategies' immediate and practical impact. For example, observations might reveal which literary texts elicit the most enthusiasm or which discussion formats foster the most active participation. These insights are critical for understanding how students interact with the new teaching methods in real time, allowing for timely adjustments and improvements.

Performance assessments in action research focus on evaluating students' work on literature tasks and assignments. This method in the underlined research involves grading essays and other formative assessment assignments based on predefined criteria, often using rubrics developed from the initial qualitative data. These assessments measure students' comprehension, analytical skills, and ability to articulate their thoughts coherently. By implementing performance data, we assess whether the new teaching method enhances students' understanding and engagement with literature. For instance, improving essay scores might indicate that the new instructional strategies effectively foster a deeper grasp and analysis of literary themes. Performance assessments provide quantifiable evidence of student learning outcomes, supporting the action research cycle's reflective and iterative nature.

Combining observations with performance assessments provides a comprehensive view of the teaching method's effectiveness. Observations offer real-time, qualitative data on student engagement and interaction, while performance assessments provide quantitative data on students' learning outcomes. Together, these methods create a robust framework for evaluating educational interventions, ensuring the process and learning results are thoroughly examined. This dual approach allows for a nuanced understanding of how teaching methods impact student learning and can guide further refinements in instructional practices.

3.5.5.4. The Questionnaire on Students' Interest in the Selected Literary Tests

Questionnaires, a widely used data collection tool in research, provide a systematic way to gather information from a large number of respondents. They are beneficial for collecting quantitative data but can also include qualitative elements. However, the effectiveness of a questionnaire is not inherent but rather depends on its design, implementation, and analysis. This theoretical framework explores the key concepts, types, and considerations involved in the use of questionnaires in research, emphasizing the crucial role of researchers in ensuring the quality of their research.

To investigate the effectiveness of text selection in the approach and test students' interest and engagement with the target literary works, we designed a structured questionnaire that consists of predefined questions with fixed response options (Agree, Strongly Agree, Disagree, Strongly Disagree). These questionnaires were distributed to students after dealing with a specific literary work. The choice of a structured questionnaire made it easy to analyze and ensure consistency in the target objectives. Even if they may not capture nuances, these questionnaires helped identify the overall interaction with literary works and identified the effectiveness of discussions using the fusion model on students' global engagement. The detailed questions and results are provided in Appendix 1 and 2 in this thesis.

3.5.5.5. Exploratory Sequential Design in Research

This mixed-method approach for the action research follows an exploratory sequential design. *Exploratory sequential design* is a mixed-methods research approach that collects and analyzes qualitative data first, followed by quantitative data. This design is exceptionally convenient when the researcher aims to explore a phenomenon deeply and then test or generalize the findings. The grounding principle of the exploratory sequential design is using qualitative data to inform and shape the subsequent quantitative phase of the research. This approach is valuable when there is limited knowledge about the research topic, and the researcher needs to explore it in depth to develop hypotheses or instruments for further testing.

➢ **Process of Exploratory Sequential Design**

1. **Qualitative Phase**

- **Data Collection:** The researcher collects qualitative data using interviews, focus groups, observations, or document analysis. This exploratory phase aims to understand the phenomenon, identify key themes, and generate insights.
- **Data Analysis:** The qualitative data are analyzed using several techniques. For example, thematic analysis, a structured yet flexible methodology, or conceptual analysis. The findings from this phase provide a deep understanding of the research problem and inform the development of quantitative instruments.

2. **Development Phase**

- **Instrument Development:** The researcher develops quantitative instruments such as surveys or questionnaires based on the insights gained from the qualitative analysis. This phase involves designing questions that reflect the themes and patterns identified in the qualitative data.

3. **Quantitative Phase**

- **Data Collection:** The researcher administers the newly developed quantitative instruments. This phase aims to test the generalizability of the qualitative findings and examine relationships among variables.
- **Data Analysis:** Quantitative data are analyzed using statistical techniques to test hypotheses and draw conclusions about the broader population.

4. **Integration Phase**

- **Interpretation:** The researcher integrates the findings from both qualitative and quantitative phases to draw comprehensive conclusions. This phase involves comparing and contrasting the results to better understand the research problem.

In this research, we began by collecting qualitative data from Interviews with teachers, session transcripts, and video recordings. The qualitative data are analyzed using thematic and content analysis. The content is divided into the themes of Text selection, developing argumentation skills, the Teacher's role in the fusion model, Students' engagement criteria, The implementation of Identity and Personhood in discussions, Assessment practices in the fusion approach, and finally, measuring metacognition and reflection along the program.

Afterward, each theme from the qualitative data is assigned a quantitative data instrument. In this case, we used surveys for the Text selection theme and different scoring rubrics for the remaining themes.

In the quantitative data analysis phase, we analyzed the data for the surveys using the statistics gathered in Google Forms. We adapted the results to an Excel chart to visualize the data. However, we devised special scoring rubrics for the remaining themes depending on the criteria we wanted to measure. For example, in argumentation skills, we quantitatively measure the use of claims, evidence, and warrants in specific parts of the research.

3.5.5.6. Manual Calculation of Data from Transcripts Using Scoring Rubrics

Manually calculating data from transcripts using scoring rubrics involves a systematic process to evaluate and quantify qualitative data. This method ensures that each student's contributions are assessed consistently based on predefined criteria. The use of scoring rubrics provides a standardized way to evaluate qualitative data, ensuring consistency across different participants and sessions. Moreover, by defining clear criteria and performance levels, rubrics minimize subjective bias, making the assessment more objective and reliable.

➢ **Steps for Manual Calculation**

1. **Prepare the Transcripts**

First, we collect and prepare transcripts from recorded sessions. Then, we ensure that the transcripts are accurate and that each participant's contributions are clearly attributed.

2. **Define the Scoring Rubric**

At this stage, we develop a scoring rubric that outlines the criteria for evaluation. Each criterion should be clearly defined and associated with a scoring system. For example, criteria might include clarity, relevance, completeness, and accuracy. Afterward, we specify the performance levels for each criterion, such as use of personhood, personal experiences, or cultural references, and assign corresponding point values.

3. **Identify and Highlight Relevant Contributions**

After defining the scoring rubric, we carefully read through the transcripts to identify sections where participants' contributions meet the criteria outlined in the rubric and highlight or annotate these sections to facilitate the scoring process.

4. **Assign Scores According to the Rubric**

For each highlighted contribution, we assign scores based on the rubric and evaluate each criterion independently to ensure a comprehensive assessment. Hence, we consider each criterion's predefined performance levels and point values when assigning scores.

5. **Record Scores**

We use a scoring sheet or table to record the scores for each participant. Create columns for each criterion and rows for each participant, ensuring that scores are recorded systematically, sometimes with the help of Excel. Also, we include additional columns for different time points or sessions if the assessment spans multiple occasions.

6. **Calculate Total Scores**

The final step for calculation is summing the scores for each criterion to obtain a total score for each participant. This can be done for each session to track progress over time.

7. **Analyze the Data**

At the end, we analyze the recorded scores to identify patterns, trends, and areas for improvement. This might involve calculating averages, comparing scores across different time points, or analyzing distributions and we then use the analysis to draw conclusions about the effectiveness of the evaluated activities or interventions and to identify areas needing further attention.

3.5.5.7. Calculation of Data from Transcripts Using Python Program

Most of the scoring rubrics were measured using a Python program, Prodigy, which has thematic elements and scoring criteria and measures the occurrences of the elements in the different transcripts.

Python is a multifaceted programming language widely used in data analysis, machine acquisition, and software development. It is particularly well-suited for educational and research applications, including data measurement using scoring rubrics. Scoring rubrics outline criteria for evaluating performance, products, or projects, providing a structured framework for consistent and objective assessment.

➢ **A scoring rubric typically consists of:**

- **Criteria:** Specific elements or skills being assessed.
- **Levels of Performance:** Descriptions of performance quality (e.g., Excellent, Good, Fair, Poor).
- **Scores:** Numerical values assigned to each level of performance.

➢ **Python Program Outline:**

- **Define the Rubric:** Establish the criteria and performance levels.
- **Input Data:** Collect the scores for each criterion for all students.
- **Calculate Total Scores:** Sum the scores for each student.
- **Analyze Results:** Generate summaries and visualizations.

➢ **Example Use: Measuring Argument Quality in Students Using Python and Scoring Rubrics**

To support the qualitative data, we measure quantitatively the quality of students' arguments based on the use of claim, evidence, and warrant during the slip or trip activity, in the middle of the program, and at the end. These three phases are measured to keep track of students' improvement in using effective argumentation supported by evidence and warrants. The data was collected from transcriptions of recorded classroom discussions during the three sessions. After setting the scoring criteria for each element, we explain the code to Python and define the input data; the program identifies the data in the provided lesson transcripts. Afterward, we give the program orders to calculate the total score for each student, for each transcript, or in all transcripts.

➢ **Explanation of the Code**

1. Defining the Rubric and Input Data:

- The 'scoring_rubric' dictionary outlines the points awarded for claims, evidence, and warrants.
- 'students_scores' is a nested dictionary storing the scores for each student at different times (Start, Middle, End).

Below we provide an example of defining the rubric and input data to Python

```
# Define the scoring rubric
scoring_rubric = {
    'Claim': 1,
    'Evidence': {1: 'Relevant details', 2: 'Directly linked to claim'},
    'Warrant': {1: 'Attempts to explain', 2: 'Clear logical explanation'}
}

# Example data: scores for each student at three different times
students_scores = {
    'Willow': {
        'Start': {'Claim': 1, 'Evidence': 2, 'Warrant': 2},
        'Middle': {'Claim': 1, 'Evidence': 1, 'Warrant': 1},
        'End': {'Claim': 1, 'Evidence': 2, 'Warrant': 2}
    },
    'John': {
        'Start': {'Claim': 1, 'Evidence': 1, 'Warrant': 1},
        'Middle': {'Claim': 1, 'Evidence': 2, 'Warrant': 2},
        'End': {'Claim': 1, 'Evidence': 2, 'Warrant': 2}
    }
}
```

Table 3.1: Example of Defining the Rubric and Input Data to Python

The scoring rubric is clearly defined with three components essential to constructing a strong argument: Claim, Evidence, and Warrant. Each component is assigned a score based on its presence and quality:

Claim: Each distinct claim made is awarded 1 point.

Evidence: Points are awarded based on the relevance and directness of the evidence

1 point for mentioning relevant details.

2 points if the evidence directly supports the claim.

Warrant: Points are awarded based on the explanation of how the evidence supports the claim.

1 point for an attempt to explain.

2 points for a clear and logical explanation connecting the evidence to the claim.

This structured rubric provides a consistent and objective way to assess the quality of students' arguments.

2. **Calculate Total Scores:**

- 'Calculate_total_score' function sums the scores for claims, evidence, and warrants for each student at each time point.
- 'Students_total_scores' is a nested dictionary storing the total scores.

Below we provide an example of orders to calculate the total scores

```
# Calculate total scores for each student at each time point
def calculate_total_score(scores):
    return scores['Claim'] + scores['Evidence'] + scores['Warrant']

students_total_scores = {
    student: {time: calculate_total_score(scores) for time, scores in times.items()}
    for student, times in students_scores.items()
}
```

Table 3.2: Example of Orders to Calculate The Total Scores

The Python code in Table 3.2, snippet calculates the total scores for each student at three different time points (Start, Middle, End) based on their performance in Claims, Evidence, and Warrants. The function 'calculate_total_score' takes a dictionary of scores as input. It returns the sum of the scores for 'Claim', 'Evidence', and 'Warrant'; This function simplifies the process of calculating the total score for each student's argumentation performance at a given time point.

For each student, it applies the 'calculate_total_score' function to compute the total score for each time point ('Start', 'Middle', 'End'). The resulting 'students_total_scores' dictionary contains the total scores for each student at each time point.

Afterward, we take the total scores, analyze them, and visualize them in charts or tables. The calculation of some other data elements was done manually to ensure that we captured all the necessary data from transcripts.

3.5.6. Ethical Considerations

The research participants, teachers, and students were informed about the study's purpose and provided informed consent. Confidentiality was maintained through

anonymizing data and secure data storage. Some students' personal experiences were kept private and removed from classroom transcripts.

3.5.7. Limitations

As this is a new approach, its implementation required the use of a limited sample size, making it difficult to generalize the findings to a broader population. Students in different regions or educational settings might also respond differently to the proposed approach. Increasing the sample size and including diverse educational settings might be helpful for future studies to address these limitations.

The teacher's role in facilitating discussions and guiding students can introduce variability in the implementation of the approach. Different teachers may have varying levels of Effectiveness in applying dialogic literary argumentation and metacognitive strategies, which could influence the results. Future studies might consider implementing the results across different classrooms and teachers.

This study, conducted over a semester, needs further analysis to capture the long-term effects of the fusion approach on students' critical thinking and argumentation skills. Longitudinal studies are needed to determine the sustained impact of these teaching methods. When incorporating the method in longitudinal studies, future researchers might consider using complex measurement tools to capture the full depth of students' cognitive and reflective processes, considering the differences in language proficiency, prior knowledge, learning styles, and interests.

3.6. Conclusion

This chapter has provided an exhaustive overview of the methodological framework underpinning the study on integrating dialogic literary argumentation and metacognitive strategies into EFL literature education, with a focus on a sample from third-year English students at UHBC. By employing action research, this study emphasizes the importance of a participatory, reflective, and iterative process in addressing practical educational challenges. The consideration of qualitative and quantitative data collection methods, including semi-structured interviews, classroom observations, questionnaires, and performance assessments, has allowed for a nuanced and in-depth analysis of the teaching strategies' effectiveness. The use of scoring rubrics and Python programming for data analysis further ensured the reliability and objectivity of the findings. While acknowledging the study's limitations, such as the limited sample size and the need for further longitudinal research, this chapter highlights the potential of action research to foster meaningful improvements in educational practices, inspiring a brighter future for EFL literature education.

Chapter Four:

Analysis and Insights: Findings, Discussions, and Recommendations

4.1. Introduction

This chapter traces the practical analysis of the proposed new approach of the fusion between dialogic literary argumentation and metacognition in EFL literature education through an action research methodology, combining both qualitative and quantitative approaches to explore the research questions. Interviews with English teachers from Algerian universities were conducted to pinpoint the difficulties in teaching literature dialogically. A teaching experiment was then carried out with a group of thirty (30) students of third-year English from UHBC, implementing a new approach to tackle the identified issues and evaluate its impact on student engagement, critical thinking, and argumentation abilities. Also, provides a concise look into the fusion model applied through the action research to investigate the themes of text selection, learning to argue, the teacher's roles, students' engagement, Identity and personhood in learning, assessment practices, and measurements of metacognitive awareness and reflection. Each section provides discussion and results. The study aims to answer the following research question: "How does the integration of dialogic literary argumentation and metacognition impact the teaching and learning outcomes in EFL literature classes in Algerian higher education?"

To explore this particular central question, the study also addresses the following sub-questions:

- What are the current problems facing instructors in teaching literature dialogically in Algerian EFL higher education?
- How does integrating dialogic literary argumentation and metacognitive strategies affect student engagement in EFL literature classes?
- How do these strategies affect students' critical thinking and ability to construct well-supported arguments?

This chapter provides a comprehensive overview of the mixed-methods approach adopted for the study. The research aims to provide a holistic understanding of the new teaching strategies' effects on students' learning outcomes in relation to the problems highlighted by teachers in the interviews. The findings of this study have direct implications for educators and practitioners in the field of EFL literature education, especially in Algeria, particularly those interested in dialogic literary argumentation and metacognitive strategies, which offer practical insights for enhancing student engagement and learning outcomes. Hence, the end of this chapter underscores the significant conclusions and implications derived from the combination of research discussions and results gathered. It also proposes Pathways for Future Research.

4.2. The Interview: Identifying Problems in Dialogic Literature Instruction in Algerian EFL Higher Education

Before we investigate the effectiveness of integrating dialogic literary argumentation and metacognitive strategies in teaching literature in the EFL context, it's crucial to understand the current state of dialogical literature teaching in Algerian higher education. We chose participants with varied backgrounds and experiences in teaching literature in Algerian higher education to ensure a well-rounded analysis of teachers' challenges when implementing dialogic teaching methods in EFL literature classrooms. Since we selected our

case study sample for integrating dialogic literary argumentation and metacognition from an Algerian university, we aimed to understand the specific issues these teachers encounter when incorporating dialogic methods into their literary studies. Our study, conducted at Chlef University, Algeria, is a collaborative effort to drive change in the current methods of teaching English literature in Algerian universities, advocating for a more dialogic approach. This part aims to answer the sub-research question: "What are the current problems facing instructors in teaching literature dialogically in Algerian EFL higher education?"

The research methodology involved interviews held via Zoom meetings with literature teachers in different Algerian universities' English departments. There were five teachers in total, and 11 questions were analyzed based on the theoretical framework and didactical implications. The analysis was based on a thematic approach to how many teachers out of five agreed on certain answering criteria.

1. **The first statistical data reveals insights into the teachers' familiarity with the concept of dialogic teaching**

Familiarity with Dialogic Teaching	**Number of teachers**	**Percentage**
Familiar	1	20%
Unfamiliar (Guessed)	2	40%
Unfamiliar first time	1	20%
Partial Understanding	1	20%

Table 4.2.1: Teachers' Familiarity with Dialogic Teaching

The Table 4.2.1 above, breaks down the teachers' responses when asked about their familiarity with the concept of dialogic teaching; results show that when the teachers were asked whether they were familiar with the idea of dialogic teaching, only one out of five knew what the concept of dialogism is. Two teachers didn't know, but they guessed the answer. One said it was the first time she had heard of this term, and one defined it as dialogism and intertextuality in literature but not in teaching.

2. **The second statestical data dissusses how much teachers are using dialogic teaching in their classrooms**

After explaining the concept of dialogic teaching to the teacher participants, they were asked how they are using this approach in their literature classrooms; the following statistical data were derived:

- **Usage of Dialogic Teaching:** 1 out of 5 teachers affirmed using dialogic teaching in their literature classrooms.
- **Discussion Target:** Despite clarification of the concept, most teachers primarily targeted discussion inside the classroom rather than specifically implementing dialogic teaching.
- **Reasons for Limited Discussion:** All teachers conducted classroom discussions but refrained from group discussions due to time constraints. Teachers cited university curriculum requirements as hindering extensive discussions, leading to minimal discussion to meet minimum requirements. There was the rare time allocation for inter-classroom debate, typically only occurring spontaneously. One teacher expressed the

challenge of covering entire novels in limited sessions, leaving little time for debate or discussion.

- **Student Factors Affecting Discussion:** Two teachers highlighted students' level and lack of spirit for engaging in debates, leading to more lecture-style teaching. One of the teachers said: "They don't have the spirit of discussing things; that is why it's lecturing when it comes to the literature class. If something is complex or ununderstood, we may pause and examine it to clarify it. " Another teacher attributed students' reluctance to read to their lack of understanding of discussed concepts, leading to guessing rather than meaningful engagement; she added: "There is no maybe in literature, there is no maybe in this class, this is what I say to my students." when she had asked them why Mrs. Bennett was happy to see Mr. Bingley in Pride and Prejudice, some of them had said maybe because Mrs. Bennett wanted to marry him; she explained that only those who knew what we were talking about got into the debate. One teacher emphasized the importance of students' comprehension in literary discussions, stating that uncertainties are unacceptable in the literature classroom.

The data reflects a limited implementation of dialogic teaching in literature classrooms, with various challenges related to time constraints, curriculum requirements, and student engagement impacting the extent of discussion-based teaching approaches.

3. The third statestical data discusses teacher's interest in training for teaching skills

Response	**Percentage**
Excitement for undergoing training	100%

Table 4.2.2: Teachers' Interest in Training

All the participant teachers answered affirmatively about their excitement for undergoing training to develop their teaching skills related explicitly to dialogism in literature classes. Some teachers considered training necessary, wanting to enhance their teaching skills. One teacher mentioned having limited formal training in teaching literature and expressed curiosity about potential learning opportunities through training. Another teacher regretted teaching dialogism subconsciously and expressed a desire to teach it consciously, indicating a perceived need for training in this area; one of the provided answers was: "As a teacher of literature, I had very little training in teaching, I acquired my skills in teaching by going directly inside the classroom, I would be curious about training, maybe there is something I would learn. " All participant teachers showed a positive attitude towards the idea of training to develop their teaching skills, particularly in the context of implementing dialogism in literature classes.

4. **Based on the responses to the question "Why are we teaching literature at the level of EFL higher education?" the following statistical data were derived**

Aspect	**percentage**
Interrelationship between Language and Literature	40%
Representation of Culture	40%
Development of Critical Thinking	20%
Focus on Literary Criticism and Cultural Aspects	20%

Table 4.2.3: The Objectives of Teaching Literature in EFL

The data in (Table 4.2.3) shows that:

- **The interrelationship between Language and Literature:** 40% of teachers referred to the interrelationship between language and literature, emphasizing that one cannot be taught without reference to the other. They see literature primarily as a means of language acquisition in the EFL context; one of them said: "We cannot teach English without studying about culture, and literature is one of the ways."
- **Representation of Culture:** 40% of teachers expressed the belief that language learning must include an understanding of culture, and literature serves as a representation of cultural principles. They argue that literature provides insights into the culture of the target language.
- **Development of Critical Thinking:** 20% of teachers stated that teaching literature aims to develop critical thinking skills. They emphasize the importance of extracting hidden meanings and analyzing cultural aspects within literary texts.
- **Focus on Literary Criticism and Cultural Aspects:** 20% of teachers believe that literature classes at higher education levels, such as master's degree programs, aim at literary criticism and exploring cultural aspects. They stress the significance of studying events and concepts that have influenced modern thought rather than just focusing on literary texts and language references; one of them said: "For higher levels like masters degree we aim at work criticism and the cultural aspect, we are targeting events and Concepts that have changed modern thought, not learning only illiterate text with images and metaphors, we are learning a whole culture Within."

5. **Based on the responses regarding the continuous use of teacher-centered approaches in classrooms, the following statistical data were summarized**

Aspect	**Percentage**
Adherence to Teacher-Centered Approach	60%
Challenges in Shifting to Student-Centeredness	40%
Student Factors Contributing to Methodology	60%

Teacher's Role in Classroom Dynamics	40%

Table 4.2.4: Continuous Use of Teacher Centered Approach

Table 4.2.4 shows that:

- 60% of participant teachers admitted to still using a teacher-centered approach in their classrooms, either willingly or due to external factors.
- 40% of teachers mentioned struggling to transition to student-centered approaches. They expressed difficulties in engaging students and empowering them to take an active role in the learning process; one of them said:" I'm struggling with the lack of motivation; they are just not willing to talk or share their thoughts." In the same concept, a second teacher uttered:" The learners are not active; the teacher is the motivator, the instruction giver, the debater, facilitator, even ethically, the teacher is in control of the classroom."
- 60% of teachers attributed the current methodology to student behavior and motivation factors. Reasons included students' need for motivation, passivity in class, and reluctance to participate in discussions.
- 40% of teachers emphasized the teacher's central role in classroom dynamics. They described the teacher as the primary motivator, instructor, debater, and facilitator, highlighting the teacher's control over the learning environment.

6. When asking teachers about how much students are open to sharing, discussing, thinking critically, evaluating, and engaging in dialogue inside literature classes, the following were derived

Student Engagement Characteristics	**Percentage**
Openness to Sharing, Discussing, and Critical Thinking	100%
Positive Attitude Towards Challenges	40%
Appreciation of Surprise Elements	100%
Strong Critical Thinking Skills	100%
Productive Engagement in Dialogue	100%
Challenges Stemming from Teacher-Centered Approach	40%
Importance of Creating a Safe and Equal Learning Environment	100%
Role of Teacher Humility in Fostering Student Participation	100%

Table 4.2.5: Student Engagement

The data suggests that all teacher participants perceive their students as open to sharing, discussing, and engaging in critical thinking within literature classes. Additionally, most teachers (40%) noted that students demonstrate a positive attitude towards challenges, indicating a willingness to tackle complex concepts or tasks. All teachers also observed that students appreciate surprise elements in their learning environment, suggesting an openness to varied instructional approaches. Furthermore, all teachers recognized their students' strong critical thinking skills and productive dialogue engagement, highlighting their ability to analyze and discuss literary texts effectively. However, some teachers have identified challenges regarding student engagement. Forty percent of teachers attributed these challenges to the continued use of a teacher-centered approach in teaching literature, suggesting that a shift towards more student-centered methods may be necessary to unlock students' potential for participation and discussion entirely; one teacher said:" They were used to the teacher talking all the time and taking control of the session after I gave them freedom to speak up, I discovered they are open to all sorts of interaction, even though some aren't." Moreover, all teachers emphasized the importance of creating a safe and equal learning environment where students feel comfortable expressing their thoughts and ideas; similar to the last point another teacher participant said: "Once you motivate them, create a safe space for them, telling them I'm not a teacher, this is a friendly chat, and when you show them you're not judging them, we are all equal, everybody's voice matter, my knowledge as a teacher is merely from years of experience, only then they become willing to share." she pointed at the need to be humble as a teacher. They also highlighted the role of teacher humility in fostering student participation, indicating that educators' non-judgmental and egalitarian approach encourages students to share more freely.

7. Regarding teacher's Position on Letting Students Assume Instructional Responsibilities, the following data was derived

Position on Letting Students Assume Instructional Responsibilities	Number of Teachers	Percentage
Not Comfortable	2	40%
Comfortable	2	40%
Neutral	1	20%

Table 4.2.6: Allowing Students Assume Instructional Responsibilities

The data shows that 40% of teachers were uncomfortable with letting students assume instructional responsibilities typically assigned to the teacher. Their concerns centered around maintaining classroom organization, discipline, and avoiding subjectivity in assessment; one of the teachers said:" I have had the experience of letting them manage their projects, not necessarily a classroom, there is always a sort of subjectivity inside, even though they claim otherwise. I have to evaluate; everything is part of their evaluation. I have no problem with them managing the classroom, delivering lectures, and assessing others, but I would not give total control to avoid subjectivity."

On the other hand, 40% of teachers were comfortable with the idea, expressing confidence in their students' ability to handle instructional responsibilities effectively. One of them said", I now can rely on my students whatever the level is. When I did so, they amazed me and surprised me. They learn better when they follow their way." One teacher (20%) took a neutral stance, suggesting that students could potentially take control of the classroom through problem-solving activities with proper guidance.

8. Statistical data derived from asking teachers how do they assess the validity of an argument

Criteria for Assessing Validity of Arguments	**Number of Teachers**	**Percentage**
Convincing Argument	2	40%
Relevance to Main Topic and Text, Utilizing Schools of Criticism	2	40%
Logical Reasoning	1	20%
Random Answering	3	60%

Table 4.2.7: The Assessment of Arguments' Validity

The data reveals that 40% of teachers assess the validity of arguments based on how convincing they are, emphasizing the need for students to support their arguments and engage in open-ended questioning. Another 40% evaluate arguments based on their relevance to the main topic and text, relying on schools of criticism. One teacher said," I sometimes ask questions deliberately to see their grasp of what we've done in the lecture; we mainly take turns answering the same question, helping them get to the answer I'm looking for, wrapping up the discussion, and moving on." Meanwhile, 20% of teachers use logical reasoning as the primary criterion for assessing arguments; however when she was asked how to assess logic, she mentioned the hardship in doing so, saying:" When it comes to literature, there are obvious things, if not, I appreciate their opinion, and sometimes give positive feedback like saying, 'interesting point of view, that is something I have not thought about before.' open to others to judge this point because we might deviate from the main topic. Thus, we take more time than planned." 60% of teachers disapprove of random answering, preferring to focus on how students explain their ideas rather than simply whether the answer is correct; one of them said:" We do not have 'right and wrong in literature.'"

9. Statistical data concerning whether teachers observe other teachers' teaching methods

Observation of Other Teachers' Teaching Methods	Number of Teachers	Percentage
Yes	0	0%
No	5	100%

Table 4.2.8 : Observing Pears' Classrooms

The statistical data indicates that the interview participants must observe other teachers' teaching methods. Instead, they rely on discussions during meetings, seminars, informal settings, and past experiences to exchange ideas and learn from each other; one of the interviewees said:" When it comes to teaching and a new module, I would ask other teachers how they were teaching oral expression for example, how do you assess it, and I do this with all teachers no matter their rank even pre-service teachers."

10. Problems in teaching literature and implementing student-led discussions

10.1 Shared Difficulty

Main Difficulty in Teaching Literature/Implementing Student-Led Discussions	Number of Teachers	Percentage
Curriculum Restrictions	5	100%

Table 4.2.9: Problems in Implementing Student-led Discussions

The statistical data indicates that all teachers agreed that curriculum restrictions are the main difficulty in teaching literature or implementing student-led discussions. They expressed concerns about the curriculum being overloaded with outdated literary works and emphasized the need for updating it to include more contemporary works that students can relate to and appreciate; one teacher said: "The curriculum needs to be changed; I do not want to see Charles Dickens anymore, I want to see more contemporary works, even my students when I tell them I hate this work or this author, they tend to be encouraged to talk and discuss it." In the same matter, another teacher said: "we are using very ancient literature, students do not identify with this kind of literature, they do not appreciate it, they think that they are better than their teachers."

10.2 Other Difficulties

Main Difficulty in Teaching Literature/Implementing Student-Led Discussions	Number of Teachers	Percentage
Lack of Student Interest and Engagement	2	40%
Emphasis on Exams and Assessment	1	20%
Lack of Resources	1	20%
Passive Learners and Lack of Skills	1	20%

Table 4.2.10: Other Difficulties in Implementing Student-led Discussions

The statistical data indicates that two out of five teachers identified the main difficulty as a lack of student interest and engagement in the literature module, leading to demotivation and non-serious participation. One of them said, "Students are not interested in the module; they usually say they were there just because they were obliged."

One teacher emphasized exams and assessments as challenging, while another highlighted the lack of resources. Additionally, one teacher expressed difficulty due to passive learners who lack basic literary skills; she said: "The learners are passive, but not because of me as a teacher; they do not master the least skills in the literary classroom, even writing and oral production, this is why you find yourself in a more traditional than modern literary class, teachers possess literary competencies but with slow and weak learners it does not work."

4.2.1. Results and Discussion of the Interview

The tone sensed when it comes to the question of whether the subjects are familiar with dialogic teaching or not (Table 4.2.1) is that teachers of literature see themselves as detached from didactical studies; they had been teaching literature using methods randomly, unconsciously, not knowing the process they are following. Even if we unconsciously use dialogism in our classroom at a certain level, we cannot apply it or use its benefits ideally. The teachers showed an enraged reaction toward students answering questions in the literature classroom randomly, assuming that when students do not read a book, they cannot interpret or analyze it properly. This contradiction in responsibilities shows that teaching and learning are reciprocal in efforts. Caughlan et al. (2013) stated that one needs skill and expertise to organize instruction dialogically, as dialogue does not only naturally occur in predominantly teacher-centered classrooms. Since dialogic instruction is not the usual practice in schools, teachers and students must acquire the necessary skills (Caughlan et al., 2013, pp. 217–218).

The teachers' frustration with students' random responses in literature classrooms reflects a disconnect between students' engagement and the desired level of critical analysis expected

from them; this highlights the importance of developing teachers' and students' skills in dialogic instruction to create more interactive and meaningful learning environments.

There are several parties responsible for the problem above of teachers not using dialogic teaching due to time constraints; this is an issue that needs to be looked at by literature curriculum designers, University policies when it comes to the coverage of the material, and teachers as responsible for time management inside the classroom and how to benefit the most from the curriculum, and why not change it entirely if it does not suit the goals of teaching literature in EFL higher education. We keep asking ourselves why our students are not interested in the material. Caughlan and colleagues pointed out that fear of content coverage and negative feedback can impede students' participation (Caughlan et al., 2013).

A literary work is written to be looked at from different angles and perspectives; it is not made to be merely read, especially in the literature classroom. Teachers have a particular fear of the conversation diversion into deeper goals and objectives; they consciously or unconsciously persist in keeping the analysis of the literary text strictly related to the agreed perspectives; the lack of knowledge and training in the use of dialogic teaching inside classrooms and how it can bring about the beauty of exchanging literature within a group of different intellectual capabilities leads to a monologic classroom, where students, as well as teachers, will always have a fear of exploring the unknown. The fear of deviating from established perspectives inhibits the richness of literary discussions and prevents students from fully engaging with the text from different angles. Therefore, educators need to embrace dialogic teaching approaches to foster a more dynamic and exploratory learning environment in literature classrooms.

In a dialogic classroom, the instructor is a commentator who prompts alternative interpretations and perspectives. The purpose of the dialogue is not to find a single truth but to explore new possibilities with no right or wrong answers (Zayed, 2016, p. 9). Similarly, Teachers often lack exposure to dialogic interaction during their observational learning phase as students (Caughlan et al., 2013, p. 213); this is another reason to seriously consider teacher training programs, whether before engaging in higher education teaching or even for current teachers in practice.

The fact of being open to exploring and working on their contemporary teaching methods as well as learning more about dialogic teaching in teaching literature is a positive step ahead that needs to be encouraged by different parties, teachers included, as all research projects agree on the lack of trained teachers in dialogism and on its inevitable cruciality. As to Alexander (2018), students taught by teachers trained in dialogic teaching performed better than those taught by untrained teachers (Iqbal et al., 2021, p. 377).

While all teachers agreed that the question of why we are teaching literature at the level of higher education in the EFL context is a very complex question to answer, this complexity and the interwoven, very general teaching goals show that teachers are not quite aware of where are they heading with this literature classroom. At the same time, culture and linguistics are dealt with as separate modules; where does literature stand in EFL education? The classroom should be precise and transparent for both parties, teachers and students equally. Everybody agrees on the richness of literature and its endless potential to form extraordinary social beings with high intellectual capabilities, strong Independent and codependent viewpoints, respectful, responsible, None authoritative, and, most importantly,

Individuals with high argumentative skills that are necessary for today's ongoing developmental world, In this research and regarding all the data collected about dialogic teaching, This approach would help teachers reach all the above and more.

Ignacio Estrada said: "If a child cannot learn the way we teach, maybe we should teach the way they learn." There is a concept among teachers, sadly, they teach the way they have been taught, knowing that generations change, students' needs change and their interests change as well; one of the teachers told us that when she gave the books as audiobooks to her students, they spent hours listening and grasping what the book is about, however when she asked them to read the book, they did not. In the same concept, after COVID-19, students became reluctant to participate or read, and motivation decreased noticeably; this view was shared by three teachers in this study. The latter information shows that adaptation is essential even when the psyche changes; we should teach students how they learn. Two teachers added that one of the reasons why teacher-centeredness still exists is the conflict of generations; the older generation tends to rely on the basic teacher lessons, while the new generation of teachers depends on interaction.

Teacher-centeredness is like rotten fruit given to students, as Shweta Tale said in her quote: "If you keep feeding your soul with rotten fruits, Do not expect your bones to be strong enough to climb." Similarly, we keep providing our students with outdated, essential information that can be easily found or Googled. In that case, they will not develop any skills that would change classroom practices because when we mention student-centeredness, we refer to students as individuals fed with skills that strengthen their motivation and knowledge to be strong enough to climb on their own. Dialogism can also be the way to change; Alexander (2006) outlines five principles for effective dialogic teaching practices: collective, reciprocal, supportive, cumulative, and purposeful with specific learning goals. In these practices, students are encouraged to participate through open-ended questions and feedback to expand their thinking and participate in collaborative discussions on real-life topics (Vasalampi et al., 2021, pp. 2–3). One teacher participant pointed out the teachers' need to encourage the students and tell them that their voices matter, that they should not underestimate themselves, and that they are brilliant. She said this positive feedback would lead to high self-esteem:" The more I boost these aspects, the more they give me."

McElhone explained that a dialogic stance values student interpretations and challenges interpretive authority, even if their ideas are unconventional. The foundation of the dialogic stance is a genuine belief that student ideas are worthy of careful examination (McElhone, 2015, p. 175). According to Auckerman (2008), if teachers relinquish their evaluative roles and allow students to explore non-standard interpretations, they can see reading as creating meaning and engaging with ideas, which is more mentally challenging than simply recalling information. One of the primary Concepts Bakhtin discussed when introducing dialogic teaching is the notion of authoritative discourse. In dialogism, authority inside the classroom is tricky; teachers tend to be afraid to give total control to students inside the classroom, but at the same time, they need help with not letting them be responsible for classroom input. In student-centeredness, the teacher is supposed to be a guide. However, it is the conceptualization of guidance that teachers are unaware of; it is all about the psychology of students and how they view our control of the classroom, whether authoritative, motivational, or internally persuasive.

Graff (2003) and Vasalampi et al. (2021) mentioned that students assume some of the teacher's responsibilities. To foster argument literacy, teachers adopt a teaching approach called inquiry dialogue, where students engage in discussions of challenging and debatable questions arising from assigned readings. During this process, students are expected to assume some instructional responsibilities typically assigned to the teacher, such as controlling participation. Disengagement leads to boredom, giving up, and negative emotions and experiences (Frederick et al., 2004). Research has shown that teacher-classroom practices and the teacher-student relationship impact student engagement (Vasalampi et al., 2021, pp. 1–2).

When analyzing the question of how teachers assess the validity of an argument, we go back to the reciprocity when it comes to knowledge for students and teachers equally, the fact of not knowing how to argue, how to assess an argument, and how to back their point of view, leads to inefficient and pointless conversations with closed questions that only answer what is supposed to be answered. Inquiry dialogue is one of the possible solutions; it emphasizes collaboration to reach a sound conclusion, while negotiation aims to convince someone to accept a particular position. This difference in goals significantly impacts the standards used in the dialogue, such as the norms, the criteria used to assess the validity of arguments, and the instructional strategies used to teach argumentation. (Reznitskaya & Wilkinson, 2015a, p. 220)

Inquiry dialogue necessitates a shift from the conventional role of the teacher as a lecturing authority to becoming an expert facilitator of a collaborative and challenging intellectual experience. Moreover, to help students develop argument literacy through inquiry dialogue, teachers must: 1) comprehend the processes and standards of quality argumentation; 2) identify strengths and weaknesses in student reasoning; and 3) possess a range of strategies to promote sound reasoning (Reznitskaya & Wilkinson, 2015a, p. 223).

Since we are researching literature teaching, we must quote a writer at least once in the paper, Ernest Hemingway, who said: "There is nothing noble about being superior to your fellow men; True nobility is being superior to your former self." Teachers must always strive for change, improvement, and originality in their teaching methods. Teaching literature is not independent of didactics of literature; teachers of literature must cooperate with teachers of didactics to improve, and why not create, innovate, and come out with a curriculum that best serves both teachers and students equally? This syllabus has clear, detailed, and definable aims and goals. One of the participant teachers at an Eastern Algerian University said that they had done something she was proud of at the level of her department: they had revised the syllabus, evaluated it, and modified it. She added that it had worked well with the students and should be done in all Algerian universities' English departments. The same view was shared by another teacher who told us that the teachers should do curriculum design because they know their learners, their strengths and weaknesses, and not dictated by the administration and authority; however, this approach should be facilitated a little bit by the Ministry of Higher Education because all teachers agreed on the difficulty they would face if they decided to go on such a journey.

When we read about how to teach literature effectively in an EFL context, we always find the headline 'text choice' among the main requirements. In this regard, the literary classroom's goals are still vague. Are we teaching literature to introduce literary movements, teach the

target language, introduce a specific culture, or improve literary analysis and critical thinking? Should the Common Core bachelor's degree goals be the same as the specialized master's degree? The latter question is answered affirmatively regarding the Algerian English literature curriculum, which teaches literary movements via ancient classic literature. As the teachers in the study affirmed, today's generation is reluctant to read such input; if we went to the annual book fair in Algiers, we would find the corridor leading to the Panda book Edition jammed with young adults standing in a queue for hours to gain access to the contemporary stories and books sold in this Bookshop, this is a proof that the curriculum must be updated at least at the level of the Common Core at bachelor's degree, where students are exposed to texts that meet their expectations and their interests in Reading literature, before being exposed to more specialized literary movements and classic books.

The problem is not that students are not interested in literature or they are demotivated because of this area in itself; the problem is that students do not want to speak about the Target topics because they are discouraged; there is a teacher in the study who said that: "I keep encouraging my students to speak when they hear the topic they become interested and start guessing even though they are not familiar with the concept, sometimes they surprise me with interpretations, I have never heard before." The current curriculum design is making teachers face a dilemma of balancing the standard and the desire to encourage meaningful classroom discussions among students. However, teachers in this research implied that they were not forced by any authority, whether the curriculum or the University, to follow a specific pattern in their teaching methods and that they were free to adapt according to their student's needs, as in McElhone's study, teacher Barbara, empowered her students by positioning herself as an observer rather than a leader, allowing them to see themselves as independent contributors. With supported inquiry and practical talk tools, she made strides toward a more dialogic stance and instruction by opening the floor for student voices and adjusting her practice (McElhone, 2015, p. 162). This approach was adopted by teachers of the same institution as Barbara, who followed this as an inspiration to turn the literary classroom into a purposeful dialogic atmosphere. Similarly, Zayed (2016) added that teachers should attend to student questions, facilitate debates, create a fun learning environment, and be sensitive to students' learning styles and preferences (Zayed, 2016, p. 4).

Through the analysis and discussion of the data mentioned above, the interviews with the teachers highlighted some problems in teaching literature dialogically that this research would be trying to solve through the use of a fusion approach between dialogic literary argumentation strategies and metacognitive strategies before we discuss the data of this teaching experience, we need to highlight the main problems stated in the previous data:

➢ **Pedagogical Approaches and Teacher Attitudes**

- **Teachers see themselves as detached from didactical studies:** Indicates a gap between theoretical understanding and practical application in teaching.
- **No set objectives regarding why we are teaching literature at the level of EFL higher education:** Reflects a lack of clarity in educational goals and purpose.
- **Lack of exploring non-standard evaluations by teachers and fear of giving students total control of their learning:** Shows reluctance to adopt innovative assessment methods and empower students.

- **The Dilemma of balancing between the standard and the desire to encourage meaningful classroom discussions among students:** Highlights the challenge in maintaining curriculum standards while fostering engaging discussions.
- **The continuous use of closed questions:** Indicates a teaching style that may not encourage open-ended thinking or extensive dialogue.

➢ **Students' Engagement and Participation**

- **Students answer questions randomly in literature classrooms:** May indicate a lack of preparation or understanding.
- **Disengagement leads to boredom; students are not engaged in the classroom:** Points to ineffective teaching methods or content that does not resonate with students.
- **Student voices are still disregarded in the literature classroom:** Shows a lack of student-centered teaching approaches.

➢ **Curriculum and Instructional Design Issues**

- **Time constraints and problems with curriculum design:** Indicates issues with scheduling and the structure of the curriculum.
- **The Dilemma of text choice:** Reflects difficulties in selecting appropriate literature that engages and challenges students.
- **Fear of the conversation diversion into deeper goals and objectives, and persistence in keeping the analysis of literary text strictly related to the agreed perspectives:** Suggests a restrictive approach to literary analysis that may inhibit exploration of diverse interpretations.
- **The conflict between generations and students' reluctance to study outdated literature:** Suggests a disconnect between the content taught and students' interests or cultural relevance.

➢ **Critical Thinking and Analytical Skills**

- **Students don't meet the desired level of critical analysis expected from them:** Which indicates potential deficiencies in teaching methods that should foster these skills.
- **Not knowing how to argue, how to assess an argument, and how to back your point of view** Highlights a lack of training in argumentation and critical reasoning.

4.3. Dialogic Literary Argumentation and Metacognition in EFL Literature Education, A New Approach

This research integrates dialogic literary argumentation with metacognitive awareness through action research on third-year English students at the University of Chlef, Algeria, to enhance learning outcomes in EFL literature classrooms. This approach addresses challenges in dialogical teaching literature in Algerian EFL higher education in particular. In this section, we present data from a teaching experience using this new fusion approach, demonstrating its impact on literature teaching in Algerian EFL higher education; this part aims to answer the main research question: "How does the integration of dialogic literary argumentation and metacognition impact the teaching and learning outcomes in EFL literature classes in Algerian higher education?" and the sub-questions:

- How does integrating dialogic literary argumentation and metacognitive strategies affect student engagement in EFL literature classes?
- How do these strategies affect students' critical thinking and ability to construct well-supported arguments?

The discussion and the findings will be provided in light of the problems deducted from the Interview with teachers.

For this teaching experiment, we selected a small sample of thirty students in their third year of EFL from Chlef University, Algeria. This sample was selected to monitor the introduction of the new approach effectively—the selection of a small sample allowed for detailed observation and analysis.

The study lasted an entire semester, providing ample time to implement and assess the new approach. All sessions were conducted online. This setting ensured the easy recording of lesson transcripts and videos, which is essential for data collection and Analysis.

Each online session was recorded, and transcripts were generated. These transcripts provided a detailed account of the interactions and discussions during the lessons; 18 lessons were considered in data collection and analysis.

Observational data were gathered during the sessions to note students' engagement, participation, and the overall dynamics of the classroom interactions.

Students' performance in literature tasks and assignments was tracked and analyzed to evaluate the effectiveness of the new teaching method.

The teaching experience necessitated the exploration of seven sections in the implementation of the new approach, including text selection, mastering argumentation, teacher's role in learning, student engagement and interaction, identity and personhood in education, assessment practices and feedback, and metacognitive awareness and reflection; each part comprises its separate data collection and analysis a well as results and discussion which will be discussed in relation to the results of the previous interview results.

The collected data were analyzed to identify patterns, measure learning outcomes, and assess the impact of integrating dialogic literary argumentation with metacognitive awareness on literature teaching in the EFL context. This analysis helped to determine the strengths and areas of improvement in the new approach, providing valuable insights for future applications, especially in Algerian higher education.

4.3.1. Text Selection

The syllabus for these sessions tackles the different literary periods in English literature, including The Classical Period, The Mediaeval Period, The Renaissance and Reformation Period, The Enlightenment Period, The Romantic Period, Gothic literature, The Victorian Era, The Modern Period, and The Postmodern Period, not necessarily in this order. The works tackled in each period were selected based on students' Similar previous reading lists and preferences. To choose the literary works dealt with in the syllabus, students were asked to provide a list of books they have read or are willing to read in the future; based on this list, the literary works related to each English literature period were selected. Each student provided an extended list of books; we will consider only the ones on which the Literary works' selection was based. The table below shows how this process was done:

The Literary work provided by the student	**A similar selected literary work**	**The literary period**
"The Path Made Clear" by Oprah Winfrey	*"Think Like a Monk"* Jey Shetty	Post-Modern
"Who Moved My Cheese" by Spencer Johnson	*"Me Before You"* by Jojo Moyes	Post-Modern
"To Kill a Mockingbird" by Harper Lee	*"The Great Gatsby"* by F Scott Fitzgerald *"The Iliad"* and *"The Odyssey"* by Homer	The modern period, specifically the jazz. The Classical period
"Little Women" by Louisa May Alcott	*"Jane Eyre"* by Charlotte Bronte *"Pride and Prejudice"* by Jane Austen	The Victorian period The Romantic Period
"Hercule Poirot's Christmas" by Agatha Christie	*"The Hound of the Baskervilles"* by Arthur Conan Doyle	Gothic Literature
"The Power of Now" by Eckhart Tolle	*"An Essay Concerning Human Understanding"* by John Locke	The Enlightenment Period
"Surrounded by Idiots" and *"Surrounded by Psychopaths"* by Thomas Erickson	*"Macbeth"* by William Shakespeare	The Renaissance and Reformation.

Table 4.3.1.1: Text Selection for The Program

As the table implies, most of the works read by the students are from contemporary literature, books that do not date back later than the Romantic Period. The literary works selected for this program's syllabus were presented using different materials, including movies, chapter reading, YouTube videos, documentaries, and book reading.

4.3.1.1. Qualitative Data Analysis

The effectiveness of the selected literary works depends on students' reactions to them and the percentage of their engagement in dealing with these works in the classroom.
The qualitative data shows how much students were excited to discuss the literary works and their opinions about them. The transcript below shows some of the reactions to the postmodern literary work *"Me Before You"* by JoJo Moyes. We should highlight that these reactions were provided before the discussion of the literary works.

Willow: I have never enjoyed a literary work. **Rose:** it was the most amazing experience with literary work that I have ever had. **Gojo:** I can't describe how beneficial and interesting the session in discussing Me Before You. **Emma:** for the first time, discussing a literary work was amazing **Kilwa:** I did not expect the discussion would be perfect like this, thank you very much

Table 4.3.1.2: Reactions to *"Me Before You"*

Table 4.3.1.2 Illustrates students' feedback on the literary work *"Me Before You."* Student Willow's feedback indicates a significant shift in her attitude toward literary works. The fact that she specifies never having enjoyed a literary work before suggests that the discussion on this work was particularly engaging and transformative for her. Like Willow, Emma's feedback highlights a significant change in her experience with literary talks. Describing it as amazing suggests that previous experiences were less engaging; this indicates that the discussion of this literary work captured both students. Student Rose's feedback is exceptionally positive, describing the session as the most amazing literary experience ever; this indicates high Engagement and satisfaction. Gojo's ability to fully articulate the benefits and interests of the session implies a profound positive impact. His comment reflects a deep appreciation for the discussion's content and formal, suggesting that the session was intellectually stimulating and enjoyable. Student Kilwa's gratitude suggests the discussion was exceptionally well received and appreciated. The same reaction was provided after the discussion of the postmodern book, *"Think Like a Monk"* by Jay Shetty; after reading the chapter on *"Fear,"* students provided the following opinions:

Teacher: How did you feel when you read it?
Rose: I like the chapter because it reminds me of my two favorite books that I know for sure and also the Path Made Clear my preferred type of book. I love them so much it has to do with the personal development motivational and educational at the same time.
Emma: Actually Mrs. I've seen it before and I read it and i listened to the podcast. he describes his experience and it's so helpful, it will help us and encourage us for a better life, and find our purpose in life. It was enjoyable actually.
Kilwa: I do like the chapter of fear and I like understand how can we change our thinking towards things when we try to change our habits towards it?
Teacher: Okay good. So, it was informative for you. Was it hard for you to read the chapter?
Emma: the expression that he uses Actually, there's like specifics, they were hard to understand.
Rose: I didn't find the language difficult at all because I have read such kinds of books. So, it was good. However, I love reading only during holidays, during this semester and having too much on my plate, I do not really like to read.
Kilwa: So, for me, I find the language simple. There is some vocabulary that I did not understand so I checked for them. I but in general it was easy for me.

Table 4.3.1.3: Reactions to *"Think Like A Monk"*

Students' reactions in Table 4.3.1.3 show that they enjoyed the literary work; even though some of them found the language challenging, it didn't hinder them from enjoying it. Rose's feedback indicates a solid personal connection with the chapter, as it resonates with her preferred genre of personal development and motivational books. Similarly, Emma's family reality in the chapter and related podcast indicates prior engagement with the material. Her positive feedback emphasizes the practical benefits of the chapter, such as providing guidance for a better life and finding purpose. The feedback of the last two students suggests that the material aligns with their interests, making it engaging and enjoyable for them; the chapter is enjoyable, impactful, and relevant to their personal development. Kilwa's comment about understanding how to change thinking and habits indicates that the chapter provided valuable insights and practical applications; this shows that the material was thought-provoking and relevant to her personal experiences and growth.

As indicated in the table, asking the students' follow-up question aims to understand the students' challenges with the material, providing an opportunity for further clarification and support. Emma's feedback highlights some difficulties with the specific Expressions used in the chapter; this suggests that while the overall content was beneficial, certain language aspects posed challenges. Rose's familiarity with similar books made the language easy for her. However, her comment about preferring to read during holidays indicates that her current workload affects her reading habits and enjoyment; this suggests that external factors, such as academic pressure, can impact students' engagement with the material.

Similarly, students reacted slightly similarly to the literary works *"Jane Eyre"* by Charlotte Bronte and *"Pride and Prejudice"* by Jane Austen. After watching the movie adaptations of the books, some students provided the following feedback:

"Jane Eyre"
Teacher: How was Jane Eyre?
Gojo: I enjoyed the confusion in the story
Kilwa: I like the story from the beginning till the end; what happened to her from her childhood till she met her love, perfect
Emma: I like the Victorian era, and the whole story
Kilwa: Another thing that I liked also her personality, like even though she passed through harsh conditions and so on her personality was very strong.
"Pride and Prejudice"
Teacher: How did you find pride and prejudice?
Kilwa: It was better than the Great Gatsby.
Rose: when I was watching it. I was discovering the real life of the English people and what I love the most is their pronunciation because I love the British accent. So, I enjoyed it, and then I love the way how they greet each other. It was like discovering an era and discovering how they were living in the 19th century, and I was able to understand the main struggle and how the people were thinking at that time and how they saw marriage as the most important thing in life and all of this. So, it was a good experience.
Gojo: I prefer The Great Gatsby more; this had a lot of women. I'm more of a guy who prefers a work that doesn't have a lot of characters.

Table 4.3.1.4: Reactions to *"Jane Eyre"* and *"Pride and Prejudice"*

The transcript above (Table 4.3.1.4) shows that students preferred *"Jane Eyre"* and *"Pride and Prejudice"* due to the era and an admiration for certain characters. Gojo's enjoyment of the confusion in "Jane Eyre" suggests an appreciation for the complex and intricate plot; this indicates that he was engaged by the story's twists and turns, which kept him interested and invested in the narrative. Student Kilwa's feedback reflects a strong positive engagement with the entire narrative Arc; her appreciation for the character's Journey from childhood to adulthood and the Romantic elements suggests that she found the story compelling and emotionally satisfying. Emma's comment, on the other hand, indicates an interest in the story's historical context and setting. Her enjoyment of the Victorian era suggests that the period-specific cultural and societal elements enhanced her appreciation of the narrative.

Similarly, Kilwa's admiration for Jane Eyre's strong personality highlights an appreciation for the character's resilience and determination. However, not all feedback was positive. The

later Student suggested that she found Pride and Prejudice more engaging. This indicates a comparative appreciation that highlights specific qualities of *"Pride and Prejudice"* that appealed to her more.

Students did not provide the same reactions to the remaining works selected in the syllabus; some of their feedback can be summarized in the transcripts below:

"The Great Gatsby"

Teacher: So how do you feel after watching The Great Gatsby?

Gojo: The scenes or the plot was going so fast. So, it was a bit hard for me to understand all the things that were going on. But the most surprising thing that happened in the movie is the ending.

Rose: Well, honestly speaking I didn't like the movie and I really found them like strange people who are mad. They are just indulging in parties, I felt that they are living a meaningless life. And I really don't like those kind of people

Kilwa: I do not like the movie also and the thing that I felt when I was watching the movie is what our teacher of American civilization last year told us. She told us about the Jazz Age and how was the atmosphere there

Teacher: Yes, interesting, right?

Emma: actually, I didn't like it especially the end because I've always known that men are the cheaters. I mean like, I support women all the time and I stand by their side, she betrayed her husband and I didn't like it actually.

Teacher: you didn't like the fact that women are capable of cheating, too.

"The Hound of the Baskervilles"

Teacher: what are you wondering about after reading that story?

Kilwa: I was wondering while reading the story why hounds like why it is built up on this idea.

Gojo: why did it take so many pages and so many chapters in order to narrate that story? Because when you sent that voice message, it was easy for me to understand. It was difficult perhaps I don't like reading, but it was difficult for me to get along with

Kilwa: I was like why did I read all of this why didn't I read just the conclusion I will finish it in two minutes

Emma: I share the same opinion with them.

Gojo: There wasn't any pressure. I mean It was just scary.

Emma: There are too many pages. That's why.

***"McBeth"* By William Shakespeare**

Teacher: what is your impression of the story of Macbeth?

Kilwa: To be honest, the names were very hard for me. I cannot relate the characters with their names. I checked also the summary and I read about it a little bit. And I think that I have a general idea about it.

Students read the summary they couldn't finish the book.

Rose: To be honest, I found the names so difficult and honestly speaking. I didn't like the story because I dislike when people struggle for the throne for example, and they just destroy all those standards and their rules just in order to achieve what they want. I dislike those kinds of people who just do anything and everything to achieve their dreams despite the others. They may kill they may do everything.

Teacher: mmm, yes, so like this struggle and also the lust to be on the throne. Yes Gojo. What's your impression about MacBeth?

Kilwa: he was pushed by his wife and he was following her and using Force to kill the actual king to gain power and be on the top.

Gojo: I didn't like the idea or the concept. That a woman pushes a man to do anything and answer the thing would be affected by others. So here is like putting women in false positions building women as the ones who are evil. So, I really didn't like this idea. That's why I haven't been impressed by the story

Teacher: So, it represents women as the source of evil and bad.

"John Locke's essay on human understanding"

Kilwa: the language is very complex and I lost the reason why are we reading this

Gojo: I hate John Locke

Rose: The language is very challenging. ***"The Iliad and the Odyssey"* by Homer** **Gojo:** I was kind of lost, I felt like this was the first time I'm not going to understand the story, I repeated the documentary three to four times and I didn't understand the main idea behind it. **Kilwa:** There are so many twists and turns and events, that I'm doubting my ability in discussing the events because I couldn't memorize them. **Rose:** The story is crazy, there are so many characters, that it's hard to follow.

Table 4.3.1.5: Reactions to the Remaining Works in the Syllabus

Gojo found the pacing of *"The Great Gatsby"* challenging, making it difficult to follow the plot. However, he appreciated the surprising ending, indicating that some aspects of the story captured his interest despite the confusion. Unlike him, Rose intensely disliked the work, mainly disapproving of the characters' lifestyles. Her feedback reflects a moral judgment of the character's behavior, indicating that she struggled to connect with or find value in the story. Like Rose, Kilwa's response indicates an adverse reaction to the work, but she acknowledges an educational connection to the Jazz Age; this suggests that while she didn't enjoy the story, she recognized its historical context. The same goes for student Emma, whose reaction was influenced by her beliefs about gender roles and fidelity. She disliked the story's portrayal of a woman cheating, which conflicted with her expectations and values.

Gojo struggled with the length and complexity of *"The Hound of the Baskervilles,"* finding it easier to understand through an auditory format. This suggests that different story formats might aid comprehension for some students. His peers' agreement indicates a shared sentiment of frustration and disengagement with the text's complexity and length.

Regarding the feedback on *"Macbeth,"* Kilwa struggled with the complexity of the names and characters but gained a general understanding through additional resources like summaries. Similarly, Rose's difficulty with the names and her moral disapproval of the characters' actions led to a negative reaction to the work. Her feedback reflects a solid ethical stance against ambition and betrayal. Gojo critiques women, particularly the negative depiction of Lady Macbeth as manipulative and Evil. His feedback indicates a discomfort with this characterization and its implication.

Providing feedback on *"John Locke's Essay Concerning Human Understanding"* after reading it, student Kilwa found the language of Locke's essay challenging and questioned the relevance of the text, indicating a lack of Engagement and understanding. Similarly, Gojo's strong negative reaction reflects frustration and disengagement with the essay, likely due to its complexity and perceived irrelevance. Rose also found the language difficult, highlighting a common challenge among the students with the text's complexity.

Finally, Gojo's repeated attempts to understand *"The Iliad and The Odyssey"* indicate significant confusion and frustration, suggesting that the complexity of the narrative is overwhelming. In the same way, Kilwa's comment highlights the difficulty in keeping track of the story's events, indicating that the complexity hindered her ability to engage with and discuss the text. Not so different from Kilwa, Rose's feedback reflects the difficulty in following the numerous characters and plot lines, which made the story hard to engage with and understand.

Even though the literary Works presented in Table 2.1.5 were provided as excerpts, documentaries, short stories, and representational scenes from movie adaptations, students couldn't relate to them when they were first exposed to the literary works; they found them challenging, contradictory, hard to follow, and complex. However, their positions changed slightly after discussing the works within the fusion model of dialogic literary argumentation and metacognition.

To support the qualitative data mentioned previously, a questionnaire was provided after reading and discussing each literary work, capturing students' reactions and shifts in their literary preferences.

4.3.1.2. Quantitative Data Analysis

After the classroom discussion of each literary work, students were asked to complete a questionnaire to gauge their interest in and engagement with the material. Nine questionnaires were administered, corresponding to nine different literary Works covered in the course. Each one consisted of 11 questions that explored various aspects of the student's responses to the work, such as enjoyment, thematic relevance, and desire for similar content in future curricula. The questions were designed to be direct and engaging, asking students to rate their agreement with statements such as:

I enjoyed reading this literary work.

I would like to see more books like this in our curriculum

Responses were scaled to measure the percentage of students who agreed with each statement, providing a quantifiable measure of interest.

For each questionnaire, the percentage of agreement was calculated for each question. These percentages were then averaged to derive a total percentage representing each literary work's overall interest level. For instance:

The Literary Work *"Me Before You"*

Questionnaire Result = 91% Agreement with survey Questions

Interpreted Interest = 91% Interest In the literary work among the students

The results from the nine questionnaires were collected to create a comprehensive chart that illustrates the percentage of student interest in each literary work discussed; this allowed for a comparative analysis of interest levels across literary works, highlighting shifts and peaks in student preferences throughout the program.

This methodological approach provided a quantifiable measure of student interest in the literary works, complementing the qualitative data from classroom discussions. Using structured questionnaires ensured the data was solid and reliable, offering a clear picture of how students' preferences evolved in response to the curriculum.

The detailed questions of each survey and the rationale for their design were included in the thesis's Appendix 1 and 2; this provided transparency and allowed for a deeper understanding of the data collection methods and findings.

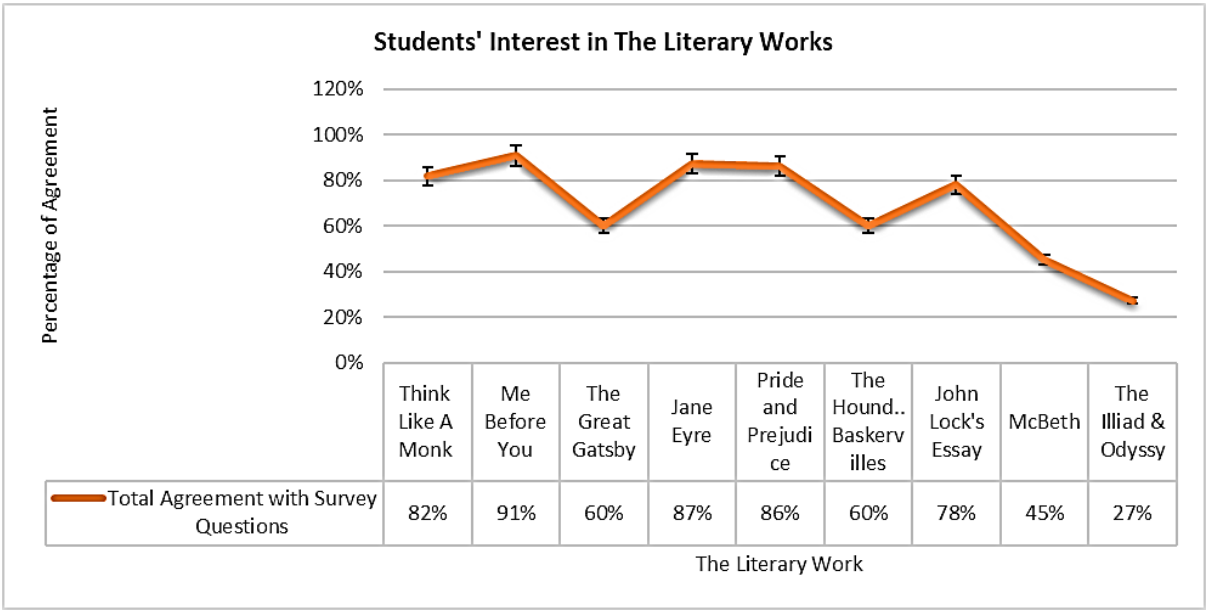


Fig 4.3.1.1: Students' Interest in the Literary Works

The provided data (Figure 4.3.1.1) not only illustrates the percentage of agreement with questions about students' interest in various literary works but also emphasizes the active role of students in shaping the literary landscape. This data analysis can provide valuable insights into students' preferences, engagement levels, and the relevance of the themes presented to their experiences and interests. It also highlights their engagement with the language of texts, increased interest in the subject matter, and the recommendation of books to friends and peers. Furthermore, it underscores the development and relatability of the characters in the literary work, the author's interest in reading more books, and the intellectual stimulation provided by the book. It also indicates the exploration of literary works from this genre, increased understanding of important issues after reading and discussing the book, and whether they would like to see more similar books in their curriculum.

The literary work *"Me Before You"* by JoJo Moyes, with a high score of 91% interest, likely reflects its contemporary themes and accessible language. This may resonate well with current student interests and emotional engagement. A slightly close contender is *"Pride and Prejudice"* by Jane Austen, with 86% interest. The enduring popularity of Jane Austen's work, combined with its exploration of themes such as marriage, class, and morality, continues to appeal strongly to students. Similarly, *"Jane Eyre"* by Charlotte Bronte scores high levels because of the strong character development and themes of independence and morality, which engage students effectively.

The book that scored moderate interest between 78% and 82% is *"Think Like a Monk;"* this nonfiction work offers practical advice and self-help insights, which likely appeals to students' interest in personal development; after all, most of the books they have already read focus around this theme. In addition, *"John Locke's Essay Concerning Human Understanding,"* despite being a more challenging philosophical text, has a relatively high interest level, suggesting students are engaged by its ideas about human experience and identity, which again relates to the previous themes of personal development.

The mixed responses to both *"The Great Gatsby"* and *"The Hound of the Baskervilles"* by 60% level of interest could reflect the diverse range of student interests and the need for a varied literary curriculum. Conan Doyle's work as a classical detective story's moderate score suggests a split in student interest in traditional narrative Styles or mystery genre conventions.

The lowest scores are observed for *"Macbeth"* by William Shakespeare, *"The Iliad and The Odyssey"* by Homer. This suggests that Shakespeare's Works can often be challenging due to their language and historical context, which might explain the lower engagement. The lowest score on the list is confined to *"The Iliad and The Odyssey,"* possibly due to the complexity of ancient texts, the distance between their themes and settings, and modern-day relevance. These findings indicate the need for innovative approaches to make these texts more accessible and engaging for students.

The data in this analysis was provided dating from the postmodern era to the Classical period deliberately, to show that the more we go back in time, the lower students' interest is in the literary works; simply, the students are looking for more contemporary themes and more accessible language.

One more fact that needs to be looked at is the percentages of answering the question "I feel that reading and the discussion of this literary work has enhanced my understanding of important issues" had scored a maximum of 95% for all books, even those who didn't score a lower global level of Interest (Detailed results can be found in Appendix 2). This powerful indication highlights the transformative impact of discussion on students' understanding, underscoring the importance of interactive learning in the study of literature. It's a clear call to action for educators and curriculum developers to foster such learning environments.

4.3.1.3. Text Selection Results and Discussion

The selection of text that spanned various literary periods from classical to postmodern (Table 4.3.1.1) was strategically based on students' previous reading lists and preferences. This personalized approach aimed to enhance engagement and relevance because the more students are interested in the literary work, the better the application of classroom objectives and learning outcomes; this aligns with Dolch's study, which states that the accurate measure of a course study lies not in its inherent value but in the tangible impact it has on the minds and characters of the students (Dolch, 1920). The qualitative feedback shows a marked preference for contemporary and postmodern texts, literary works like *"Me Before You"* and *"Think Like A Monk"* (78%-91% Interest). As illustrated in (Figure 4.3.1.1) which showed high levels of student engagement and interest, these texts contemporary themes and practical insights resonated well with students' interests in personal development. We started from this point because dialogic literary argumentation looks at readers and their contexts in interpreting literature; in this method, as stated by Seymour (2020), we pose inquiries not about the text's meaning but about how it can be understood based on individual viewpoints and contextual elements (Seymour et al., 2020); this is why we believe that we should select texts that transmit these objectives. The most crucial aspect to consider is the selection of books that resonate with learners' real-life experiences, emotions, and dreams (Rai, 2012). Results marked apparent challenges with classical texts; students found works like *"The Iliad and the Odyssey"* and Shakespeare's *"Macbeth"* challenging due to complex

language and historical context. These works scored lowest in terms of interest, as illustrated in (Figure 4.3.1.1) this indicates a preference among students for more modern and accessible literature supporting the previous results; this also highlights the need for additional support when teaching these works; this is what Delenoy (2007) pointed out, stating that works typically regarded as landmarks, such as Shakespeare's plays, might pose challenges for learners and could necessitate substitution with more accessible texts or genres (Delanoy, 2007).

Students' reactions varied significantly across the remaining texts. Works like *"Pride and Prejudice"* and *"Jane Eyre"* were well-received due to their strong character development and relatable themes; this was represented in Khalfaoui-Larranaga et al.'s (2021) study, highlighting that when students are immersed in stories that encourage viewing situations from different angles, they become emotionally invested in the material, resulting in favorable outcomes both socially and academically (Khalfaoui-Larrañaga et al., 2021). In contrast, *"The Great Gatsby"* and *"The Hound of the Baskervilles"* elicited mixed responses, as highlighted in (Figure 4.3.1.1) and (Table 4.3.1.5), possibly due to the themes and narrative Styles not reasoning with all students; this is also reflected in metacognitive strategies; emotionally stable students are more adept at encoding information. Hence, our aim in selecting the texts based on student's interests, especially at the beginning of the course, is to boost their emotions with the material before we move to more complex literary works.

The integration of metacognitive awareness through increased emotional stability with literary works and classroom discussions lines up with Svaricek's (2020) research results that stressed the significance of devising approaches that render classroom discussions more captivating and pertinent to students' interests to foster lively engagement (Švaříček, 2020). The later referenced aspect of metacognition alongside dialogic literary argumentation's objectives, looking at literature as an avenue to examine our present existence and explore interactions within a diverse world marked by varied perspectives and interests (Seymour et al., 2020) helped students engage more deeply with the texts, despite some texts being less engaging initially, the answers to the question "whether the discussion made things easier for you," showed results ranging between 90% And 100% approval; this suggests that these teaching methods can effectively enhance comprehension and engagement, even with more challenging material.

The data analysis shows that text selection highly influences students' engagement and active participation in literary works. The more closely related the works are to students' interests, the better the outcomes. However, while students may prefer contemporary literature, guided discussions and integrating metacognitive strategies can significantly improve their overall literary engagement and understanding.

The scored results in this data approach one of the problems drone from teachers interviews in teaching literature in Algerian EFL higher education, which is the dilemma of text choice; the difficulties in selecting appropriate literature that engages and challenges students might be solved through considering students interest as a starting point in addition to using dialogical literary argumentation alongside metacognitive awareness to increase the engagement with the material, but that is not enough, since students showed lack of knowledge in augmenting effectively, they had to be trained on how to argue.

4.3.2. Mastering Argumentation: Learning to Argue Effectively

At the beginning of this program, the students were exposed to an extended explanation of Toulmin's model of argumentation; they were shown the different terminology related to effective argumentation, from claim to evidence to supporting your evidence and claim with a warrant. The students already know the concepts of claim and evidence but must be made aware of what a warrant is and how it is expressed. Consequently, they needed help understanding and applying it to their claims. Since the students had problems arguing effectively, we had to learn how to argue first. The reference to the planned activity slip or trip was discussed in a separate session to explain further learning to argue.

4.3.2.1. Qualitative Data Analysis

The conceptual interpretation of the slip or trip activity is a picture provided to the students where a guy is lying on the floor unconscious, and the students, through the observation of the image, decide whether he slipped or tripped, providing claims and evidence supported by warrants. At the beginning of the activity, the students were allowed to provide their claims as they knew. Afterward, they were asked to use graphic organizers as a metacognitive activity, where they organized their first claim about the photo and their claim about it after the discussion, considering different points of view. The results show that all the students changed their perspective after discussing the possibility of the man slipping or tripping, and graphic organizers helped them connect their ideas.

The results after the graphic organizers also show that students considered using evidence claims and warrants together in their argumentation; they became more aware of how to present their argument after they used the graphic organizers. For example, the students Willow and Kilwa initially thought the person in the picture tripped but later considered poisoning as the cause, and she presented evidence and reasoning for both interpretations. The student Emma initially thought the person tripped but later suggested that he was drunk and had a fight. And she presented evidence for the new interpretation. On the other hand, Gojo presented a different perspective, suggesting financial stress as a reason for the men's condition and the women's reaction. The transcripts below show the initial position before learning what a warrant is.

Willow: I think that he Tripped, because first, if he slipped. He would be falling on his face. Not on his back, and second, he's holding something in his hand. I guess it's a glass of water. And also, it's not broken, what do you think about this Emma?
Emma: Actually, I share the same opinion as you. He fell on his back. And the woman beside him felt surprised, she wasn't expecting this. What do you think Rose?
Rose: Maybe he was getting up the stairs fast that's why he tripped Or maybe he fainted, because the woman is surprised here. What do you think Kilwa?
Kilwa: I think the man tripped not slipped because I didn't believe that the carpet on the stairs Made him trip, I do believe that if he slipped, he would fall in the middle of the stairs, not the bottom.
Zineb: He tripped; I don't know.
Teacher: Try to avoid the word “Maybe” in your claim, before altering a claim make sure you have evidence for it…Every one of you said that he tripped and you gave evidence for that, now we need a warrant for the claim and the evidence.

Table 4.3.2.1: Students’ initial positions before learning what is a warrant

Before this session, the students were guided to use peer assigning, where they assign each other after providing their answers; this is believed to increase the engagement and consideration of the other in the classroom. The transcript above (Table 4.3.2.1) shows that students started their interpretation of the picture with sound reasoning but needed to be better; they need to support it more to be considered a valid argument, and they know that through the teacher's guidance. Student Willow provided a logical claim and backed it with evidence based on observations. She considers the position in which the man fell and the object's state in his hand. However, her reasoning lacks a warrant to link the evidence to the claim, which would strengthen her argument.

Similarly, Emma agrees with Willow's claim and adds her observation about the woman's reaction. While her evidence supports the claim, she does not provide a clear warrant to connect the woman's surprise to the conclusion that the man tripped. The same goes for Rose and Kilwa; they provided claims with logical evidence, but again, there were many warrants to justify their reasoning fully. We discouraged using 'maybe' in students' claims to encourage them to be more confident and precise in their arguments. After explaining what's a warrant and how it is used, the transcript below shows some of their answers:

Emma: He's lying on the ground in a certain way, he's not putting his hands on the ground, He wasn't ready for this fall. If he was ready, he would put his hands on the ground to protect himself. and he wouldn't fall like this.
Rose: He automatically tripped, because of gravity, by and large people fall like this because of gravity and I believe in gravity.
Zineb: I agree with Rose's warrant, he fell this way because of gravity.
Teacher: Willow, you gave two pieces of evidence for your claim, what's the warrant for your second piece of evidence?
Willow: suddenly the Sherlock Holmes inside me is activated. I don't know if it is slipped or tripped because of someone or because of something.
Teacher: oh, it's getting interesting.
29. Willow: As we can see he's holding a glass of water, maybe this glass of water was poisoned and when he reached the stairs he fainted and fell. Also, in the kitchen, something is burning, we notice that something is burning,
Teacher: how can you say that the food is burnt?
Willow: Typically, when something is burned, we can notice the smoke. Typically, when we fall we try to protect ourselves, the way he fell looks like he fainted not fell.
Teacher: good, I like the way you thinking, girls, can you build on Willow's argument?
Rose: To be honest, the moment I saw the picture, I thought that this guy fainted, maybe the woman had done something to him, because automatically when we see him, we feel that he fainted, even his eyes are closed, if he tripped his eyes would be open.
Teacher: so according to what you're saying, you never slipped nor tripped.
Rose: yes, yes.
Teacher: girls, what do you think about this claim, he neither tripped nor slipped.

Table 4.3.2.2: Students' Positions after learning what is a warrant

After participating in the discussion and listening to each other's ideas, the students started to consider neither slipping nor tripping. Willow's second claim was considered a focal point of altering the conversation into a deeper consideration and opened all the groups' eyes to another option for argumentation. However, in some cases, students weren't aware

whether they were using evidence or warrant; in this case, they needed guidance so that they become aware of what they were doing, they already knew the objectives of the session, and that presenting an entire argument is crucial, they had to be told at some point that they have been using warrants. Still, they weren't aware of it, and they also were asked whether what they provided was a warrant or evidence, grabbing their attention to be more aware of their answers and their learning of argumentation, which we conceptualize as learning awareness. The transcript below shows these instances:

Kilwa: When Willow and Rose gave their arguments, they opened my eyes to the fact that the guy's eyes were closed, it didn't look like he slipped or tripped, maybe this person was suffering from anemia and that's why he fell, we also don't know if he's going upstairs or he was going downstairs.
Zineb: Also, I would like to add that the glass is empty, we don't know if he was drinking water or something else.
Teacher: The glass is empty, there's no evidence whether he was drinking alcohol or water, yes.
Willow: Answering Rose, if they weren't coming back from the party, how would you explain him wearing a suit, and the woman dressed up that way, with heels and makeup on? I don't think there's an explanation for this, it's whether they are going to a party or they came back from one, and I go for my previous argument that they were coming back from a party, the portions served in a party might be not enough, and they are preparing food because they are not full, what do you think about it?
Rose: Yes, I can agree with you that they are coming back from a party, and they are preparing food. also, Maybe, at home, they dress up this way, we can say they are from a noble family, a rich family, even at home they dress up and put makeup on, it can be very normal.
Teacher: You could say typically here, rich people dress up even without an occasion, this is a warrant.
…
Emma: I would like to highlight something about the dress code. People are different, so maybe what's too much for you is not too much for them.
Teacher: So, what you're saying is it evidence or a warrant?
Emma: It's a warrant I guess
Teacher: Don't say I guess (laughing)
Emma: It's a warrant (laughing)

Table 4.3.2.3: Raising Students' Awareness of Their Argumentation

From Table 4.3.2.3, we noticed that Willow constructed a detailed argument based on the attire of the characters and the contextual clues. She supports her claim with evidence about their clothing and introduces a warrant related to typical behavior after parties; this shows her ability to connect multiple pieces of evidence with a coherent narrative. Our attempt to highlight the use of "typically" to introduce a warrant helps students understand how to effectively generalize evidence to support their claims. Student Emma introduced a perspective on the variability of personal standards for dress. Suggesting that what seems excessive to some might be normal to others; this reflects her awareness of the subjective nature of evidence and the need for warrants to contextualize it. We prompted Emma to clarify her statement, encouraging her to distinguish between evidence and warrants. The students were then exposed to the concept of graphic organizers and how they are used. Mainly, they were asked to provide their argument as it was before knowing what's a warrant and before engaging in the discussion, what they think now, and their argument after the guidance through learning to argue and the debate; the transcript below shows some of the results.

Kilwa: After the question he slipped or tripped? I found myself limited to choosing between slipped or tripped. I chose tripped, and my evidence was that he was going up the stairs and tripped on the carpet, my warrant was that usually when you go up the stairs something steals your fall. After all the arguments, I found that there are so many possibilities to explain what happened. But now, I believe that he tripped, when he came home his wife asked him to change quickly so that he could have dinner, typically when somebody got home his wife told him to change and come eat.
Rose: The moment I saw the picture, I thought to myself this guy fainted, he neither slipped nor tripped. My first claim is that he tripped, and I warranted that people fall in this way because of gravity. But now I think he was either drunk or lost consciousness, and my second Guess is that the woman pushed him and that's why he fell, but it wasn't on purpose because she was surprised, probably it's because they were fighting. Okay then, who wants to say something?
Willow: The first time I saw the picture my claim was that he tripped, because he fell on his back and not his face, usually people when they slip fall on their faces. What I think now after the dialogue, is that he fainted or was poisoned, the first evidence is that his eyes are closed, and the second he's holding a glass in his hand so he drank whatever was in the glass and was poisoned, typically when people faint, they take the position that we are seeing in the picture. this is what I think, now who's ready to answer?
Emma: my first claim was that he tripped, my evidence was that he was lying in a way, normally when we fall on the ground we try to protect ourselves and we don't fall in this way, and also the woman didn't help him she was just watching surprised. What I think now is that they had a fight, and he was drunk Because the glass is empty, and he's lying in a way it's like he's not fully there, he's drunk.
Zineb: My first claim was that he tripped because he was stuck on the carpet and he fell, now I think he was poisoned, because his wife was there staring and she didn't help him, typically when you are someone's wife You'd help him, but she was standing there, doing nothing.
Willow: Also, the look on her face, she doesn't look surprised, she looks as if she's done something bad and she is panicking. When you see the look on her face, you'd think that she's saying what I've done not what's wrong with him.
Teacher: through the use of claim, evidence, warrant, and graphic organizers we have moved from the man who fell because of gravity to questioning whether his wife did this to him or not.

Table 4.3.2.4: Examples of Using Graphic Organizers

The examples of using graphic organizers to reflect on arguments (Table 4.3.2.4) demonstrate that the student Kilwa's initial argument was limited to the binary choice of slipping or tripping, supported by simple warrants. After engaging in the discussion and learning the use of warrants and graphic organizers, her argument became more detailed, incorporating context about the wife's behavior and typical home routines, demonstrating a deep understanding of how to construct and support an opinion. On the other hand, the student Rose used a general warrant related to gravity at the beginning. After the discussion, she considered more complex scenarios, such as drunkenness or fighting, and introduced the idea that the woman might have pushed him unintentionally; this shows an improvement in considering multiple possibilities and using evidence to explore different explanations.

Regarding student Willow, her initial argument was based on the position of the fall. After learning to use warrants and engaging in the discussion, she developed a more detailed argument considering poisoning as a Cause, supported by specific evidence such as closed eyes and the presence of glass; this reflects a significant Improvement in using detailed evidence and warrants to support her claim.

Through the years of graphic organizers, student Emma stated that initially, she focused on the man's position and lack of protective reflexes. After learning about warrants, she

Incorporated additional context about a potential fight and the state of the glass, demonstrating a more nuanced understanding of the situation and a better ability to link evidence to her claims. Finally, student Zineb's initial argument was straightforward, focusing on the carpet. After the discussion, she considered the wives in action as evidence of potential poisoning, using a warrant related to expected behavior in marriage relationships. This shift shows her improved ability to use social context as evidence in her argument. Using graphic organizers and a structured approach to argumentation has helped them move from simple explanations to considering complex scenarios and motives.

Using graphic organizers helped students reflect on their prior and newly developed positions through argumentation and learning how to argue; students also pointed out the importance of listening to each other and building opinions depending on what their friends are saying. The reflections were provided through the metacognitive activity called 3-2-1, where they offered:

- Three things they've learned from the session.
- Two things they are wondering about.
- One thing they already know.

The transcript below shows some answers.

Willow: The first thing I focused on is before arguing I must listen to the other and I use this today, So I was building my opinion depending on what they were saying. The second thing I learned is not to look just before my nose, So I need to look for details to understand situations. And the third thing is the graphic organizer table that helps me organize my ideas, where I started, and where I am now. And my first question is why did you ask us the question slip or trip? And not What do you think about the picture? …And the thing that I already know is that when people give us a picture, they are not looking for just an answer, but they're looking for our ideas and the way we are thinking, that's maybe why you gave us the picture, to know the way we are thinking about it. **Teacher:** Does that answer your question? **Willow:** yes (laughing) **Teacher:** There you go, now you're reaching answers on your own, that's what I want to teach you, autonomy. **Kilwa:** The three things I learned are, that a claim needs evidence needs a warrant. The second thing is that discussions open your eyes to new things and make you think deeply. The third thing we learned today is that graphic organizers help organize your thoughts, I don't have any questions, and the one thing that I already know is that when you give an argument you need to support it with Evidence. **Kilwa:** I didn't have a question earlier but now I do; do you think these kinds of activities have an absolute answer?

Table 4.3.2.5: The 3-2-1 Activity examples

After the reflection through this activity, student Willow not only became aware of what she had learned during the session, she answered her question, which is a huge step ahead in developing awareness of what you're doing in the classroom. Our response to her question and affirmation of her autonomy underscores the goal of fostering independent thinking. This kind of interaction highlights the importance of encouraging students to reach conclusions on their own, promoting self-directed learning. As we noticed at the end of the transcript, student Kilwa started questioning whether such activities as slips or trips have absolute answers; she reflected on this because there was no absolute answer provided during

the session, only different points of view and perspectives; shown an engagement with the complexity and open-ended nature of argumentative tasks.

4.3.2.2. Quantitative Data Analysis

To support the qualitative data, we measure quantitatively the quality of students' arguments based on the use of claim, evidence, and warrant during the slip or trip activity, in the middle of the program, and at the end. These three phases are measured to keep track of students' Improvement in using effective argumentation supported by evidence and warrants. The data was collected from transcriptions of recorded classroom discussions during the three sessions. We considered five students in this measurement as an exemplification.

Scoring Rubric

The following scoring rubric was used for each category (Claim, Evidence, Warrant), assigning points based on the presence and quality:

- **Claim (1 point):** Points are awarded for each distinct claim made.
- **Evidence (1-2 points) :**
  2 points for mentioning relevant details or observations.
  2 points if the evidence is directly linked to supporting the claim clearly.
- **Warrant (1-2 points) :**
  1 point for attempting to explain why the evidence supports the claim.
  2 points for a clear, logical explanation that effectively connects the evidence to the claim.

The rubric was then applied to each student's contributions to the discussions. An example of the coding would be as follows:

- **Willow (Claim: He tripped)**
  Claim: 1 point for a distinct claim.
  Evidence: 2 points for mentioning that he fell on his back (not his face) and he was holding a glass of water, which is not broken. These details directly support the claim of tripping rather than slipping.
  Warrant: 2 points for explaining that slipping would lead to falling on the face, whereas tripping can result in falling backward, directly connecting the evidence to the claim.

Each student's scores were gathered and analyzed to track improvements over the program duration; the scores were visualized using bar charts and tables, providing a clear and concise representation of each student's progress in developing practical argumentation skills.

This methodological approach allowed for a structured and reliable assessment of student argumentation skills, ensuring that the study's findings are strong and grounded in systematic analysis. Supplemented by qualitative insights, the quantitative assessment provides a comprehensive evaluation of students' argumentative abilities throughout the educational program.

The Results in the 'Slip or Trip' Session

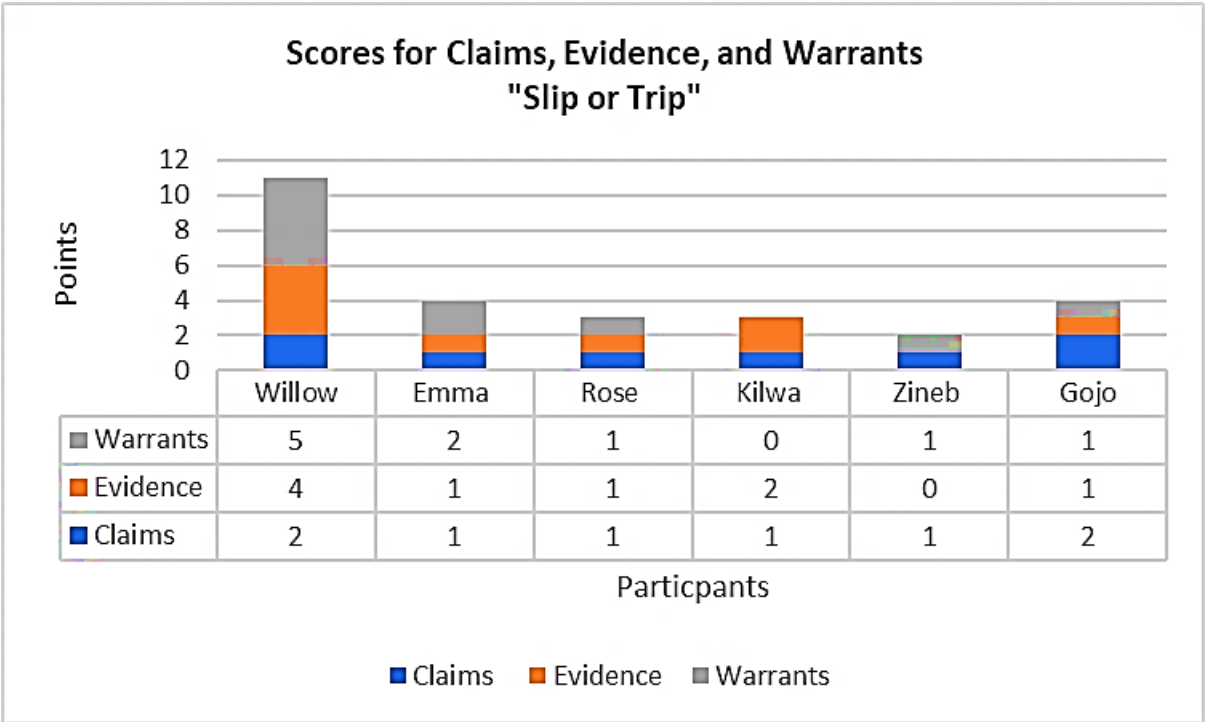


Fig 4.3.2.1: Scores for Students' Claims, Evidence, and Warrants during the "Slip or Trip" Activity

The results of effective argumentation, presenting claims supported with evidence and warrants in the first session after the slip or trip activity, show that student Willow stands out as the participant with the highest total score. This is primarily due to her strong performance in all three categories, particularly in warrants, where she has the highest score among all participants. The slip or trip activity was designed to test the student's ability to argue effectively based on real-life scenarios. Willow's performance indicates a good understanding of effectively connecting her evidence to her claims. However, it is important to note that a high score in warrants does not necessarily mean she used many claims. Emma and Rose, on the other hand, show more balanced but lower scores across the three categories than Willow. Emma has a slightly better performance in warrants, suggesting a better ability to explain the connection between the evidence and claims than Rose. Student Kilwa has a respectable score in evidence but a score of zero in warrants; this indicates that while she can provide relevant observations or details, there must be a significant gap in explaining how these details support the claims made.

Zineb, with the lowest engagement or effectiveness in the discussion and no score in the evidence, along with deficient scores in the other two categories, presents an opportunity for improvement. This might indicate a need for more support in developing and connecting arguments. Gojo, who joined the session late, shows a moderate ability to make claims and provide evidence but, like Kilwa, needs to improve in the warrant category; this suggests a similar challenge in effectively explaining the rationale behind the claims, probably due to joining late. With the proper guidance and support, these students can significantly enhance their argumentation skills.

The bar charts above clearly and comprehensively illustrate the differences in the participants' ability to argue effectively, particularly in justifying their arguments. This data serves as a

crucial baseline for comparing students' development in argumentative speaking and writing. The need for improvement in warrants across several students underscores the importance of a more focused approach to developing argumentation skills, ensuring well-rounded academic growth.

The Results in Mid-program

The session from which this data was collected is where students discussed the book *"Me Before You"* by JoJo Moyes; they compared the Notions in the book with a poem that was provided to them before this session; they also discussed the Notions of Duty and sacrifice in relation to personal and societal context. In addition, they discussed the characters Alicia and Rupert from the book Exploring Themes of friendship, loyalty, and authenticity. The results of their usage of effective argumentation using claims, evidence, and warrants are provided in the chart below.

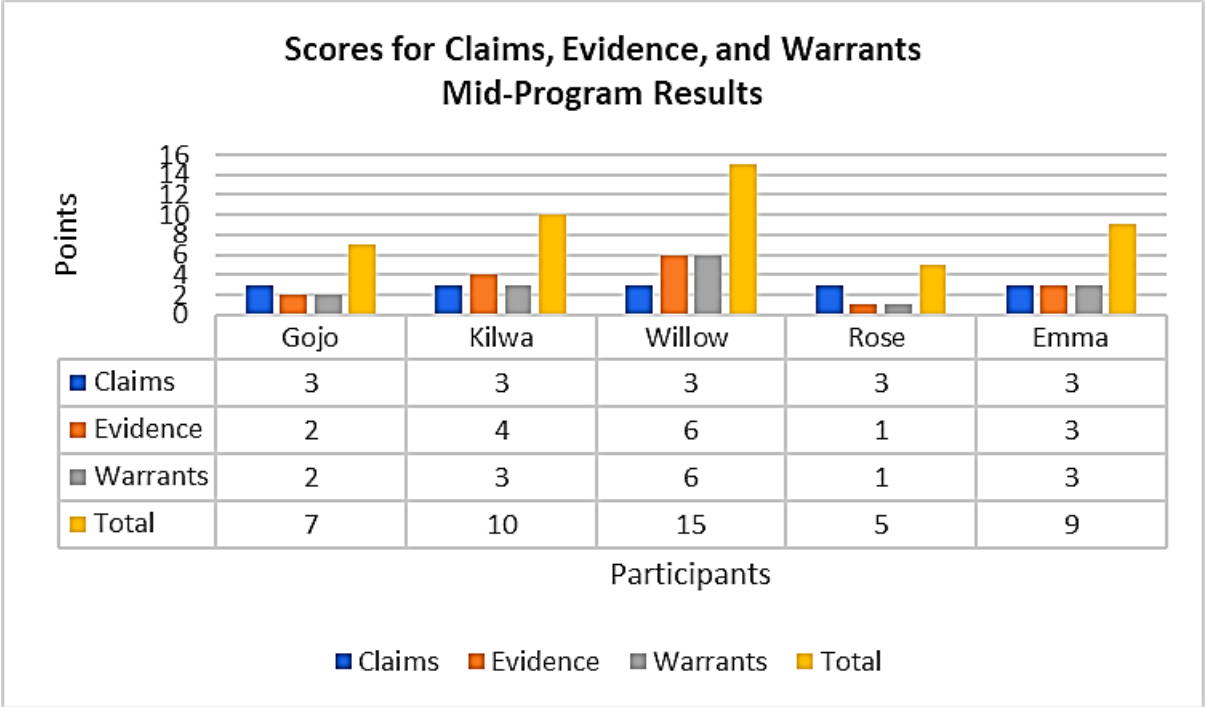


Fig 4.3.2.2: Scores of Students' Claims, Evidence, and Warrants in Mid-Program

A difference in students ' effective argumentation is apparent after a few sessions of exposure to effective argumentation and the fusion between dialogic literary argumentation strategies, metacognition, and cognitive awareness. Willow consistently demonstrates exemplary skills in forming claims, sustaining them with solid evidence, and connecting this evidence to her claims through clear, logical warrants. She achieves the maximum possible score, indicating strong comprehension and application of argumentative principles. Her performance suggests a deep understanding of the material and the ability to engage with content critically; these results compare to the previous data at the beginning of the program; she continues in the letter assessments, where she again stands out with the highest scores across all categories this shows sustained and enhanced skills over time.

The same could be said about participant Kilwa; she performed well, particularly in providing evidence and formulating warrants. While reaching a different level than Willow, she shows a good grasp of how to apply theoretical concepts practically. Her ability to identify relevant

details and connect them back to her claims shows critical thinking, but there might be room to enhance the directness or death of her warrants. She needed to improve in connecting evidence with claims in the previous data. In the middle of the program, she shows improvement in evidence and warrants, suggesting better integration of these aspects into her argumentation, which indicates positive development.

In this mid-program results, Student Emma shows a total score of 9 points; she displays a balanced skill set, with equal scores across all categories. She adequately supports her claims and provides reasonable evidence and warrants. However, her contributions could benefit from deeper analysis or more detailed evidence to strengthen her arguments further and enhance the persuasiveness of her discourse. On the other hand, student Rose has the most room for improvement in the group. While she can make claims, she needs help with backing them up with solid evidence and warrants. Her scores indicate a need to focus on the death of her analysis and the ability to connect her observations to her claims meaningfully. Compared to the previous data, Emma and Rose show balanced skills but still need to catch up to other students. Emma maintains a middle-group performance, indicating steady but not outstanding improvement. Consequently, Rose shows lower scores, indicating a persistent struggle with effective argumentation.

In the mid-program results, Gojo shows a foundational understanding of making claims and backing them with evidence and warrants but tends to lag in the death or relevance of his contributions. More impactful warrants could help enhance his arguments. His latter scores show some improvement compared to the beginning of the program. His development seems gradual and requires more focused training in warrant Construction. Zineb's Engagement was not discussed in the later session because she dropped out of the program.

Overall, the data suggests a diverse range of skills among the students, with some demonstrating strong abilities in all areas of argumentation. Others show specific weaknesses that could be targeted for improvement. Compared to the previously stated data, students Improved in forming their argumentation.

The Results at the end of the program

By the end of the program, students had been exposed to many literary works, where they exchanged ideas and provided claims, evidence, and warrants on several topics through the use of the fusion model of dialogic literary argumentation and metacognitive strategies, which will be explained further in the following sections. Through this program, students used many metacognitive strategies. They learned how to argue effectively within a group, engaging in several discussions, exchanging many perspectives, and learning from each other and the teacher a lot. In the last sessions, their progress was scored to see the effectiveness of arguments supported with evidence and warrants; the results are apparent in the chart below.

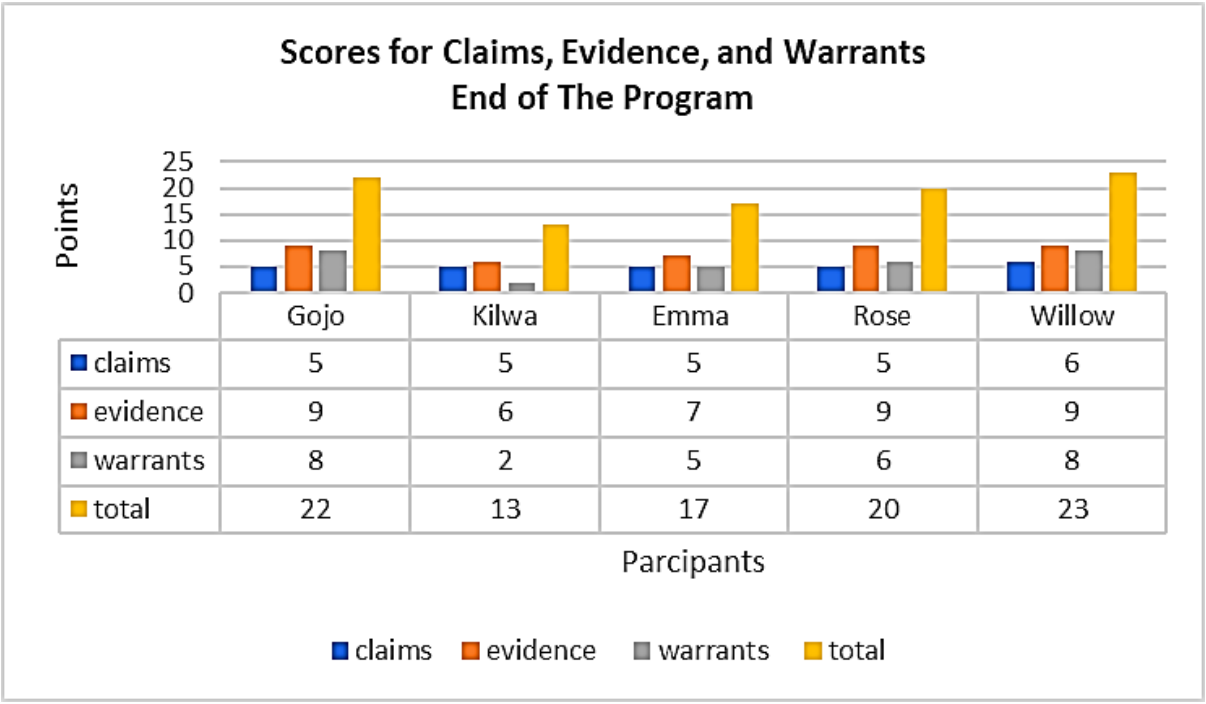


Fig 4.3.2.3: Students' Scores for using Claims, Evidence, and Warrants at the End of the program

The bar chart provides a visual breakdown of the scores for claims, evidence, and warrants for each student by the end of the program, revealing several insights into their argumentative skills and areas of strength. Willow, with the highest score of 23 points across all categories, particularly excelling in evidence and warrants, indicates her Superior ability to provide relevant details and observations and connect these details to her claims logically and convincingly effectively. On the other hand, Gojo equally demonstrates strong argumentative skills, with high scores in evidence and warrants, only slightly trailing behind Willow. His performance suggests a robust advancement in his capability to support his claims, providing insights and explaining his reasoning. Another student who showed an excellent improvement compared to her previous scores is Rose, who showed a strong performance with 20 points, especially in providing evidence and reasonable warrants. Her consistent scoring across categories reflects a solid grasp of argumentative structure and an ability to substantiate her claims effectively.

Compared to the previous charts in the program's beginning and middle, even Emma and Kilwa show an increasingly moderate balance, indicating good but not outstanding performance in supporting arguments. Still, the progress is apparent, and they can craft arguments effectively. Emma shows capability in all areas but might benefit from more profound analysis and more substantial warrants; Kilwa, however, her lower scores in warrants suggest the need for improvement in connecting her evidence with claims more effectively. This analysis indicates a well-rounded understanding among most students, with specific areas identified to enhance their argumentative prowess further; this is well supported in the chart below shows the overall progress through the three learning phases.

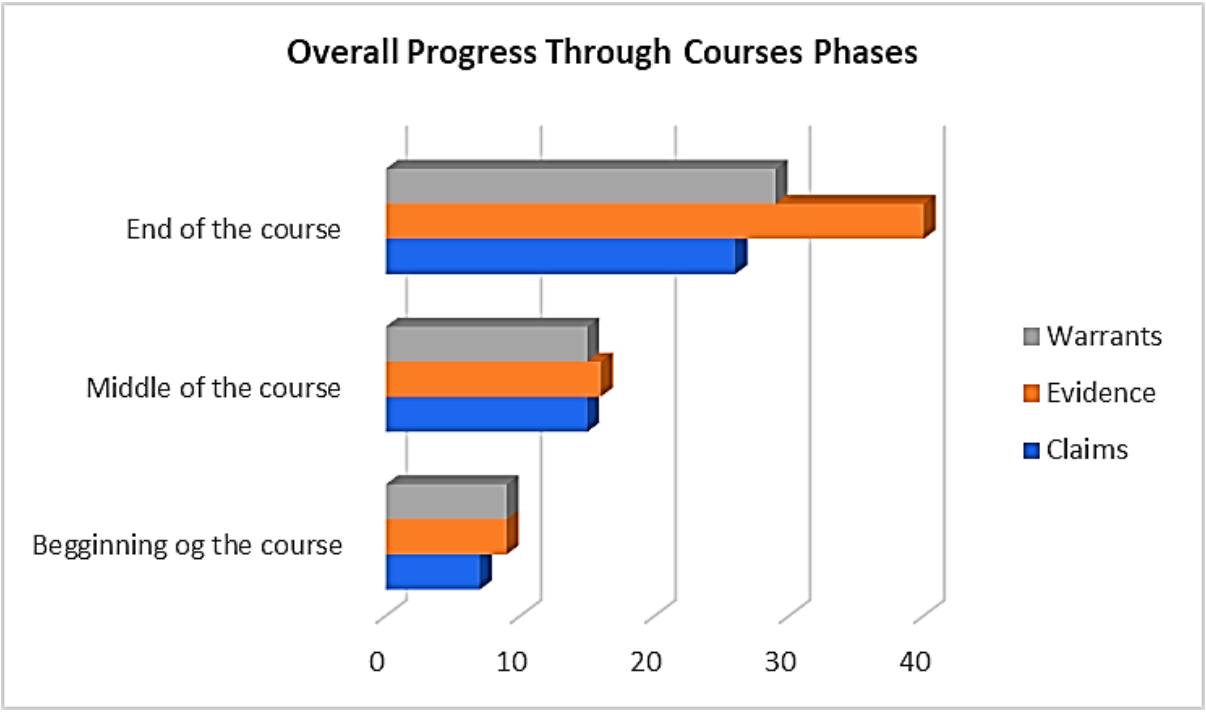


Fig 4.3.2.4: Overall Progress in Using Effective Argumentation Through Courses' Phases

The chart above illustrates the students' overall progress through the three phases of the course: the beginning, middle, and end. The total scores for all categories, claims, evidence, and warrants have increased progressively from the beginning to the end of the course. This suggests that the course effectively enhanced students' ability to construct arguments, provide evidence, and explain their reasoning.

In the initial phase, the scores were relatively lower, indicating that students were starting to grasp the fundamentals of argumentation. There is a noticeable improvement in all categories in the middle phase; this midpoint shows that students were applying the lessons learned and starting to refine their skills. The Final Phase shows a score peak, demonstrating a robust understanding and application of argumentative skills. The students could integrate their learning effectively, resulting in higher scores across all categories.

The chart confirms that continuous practice and instruction in argumentation significantly improved students' ability to argue effectively. The upward trend in scores reflects well on the curriculum's design and execution, suggesting that the teaching methods successfully enhanced students' critical thinking and argumentative skills.

4.3.2.3. Mastering Argumentation Results and Discussion

At the beginning of the program, students had a basic understanding of claims and evidence but needed help with the concept of warrants. The transcripts from the initial session showed that while students could reason well, their arguments lacked depth and did not meet the criteria for Effective argumentation (Table 4.3.2.1); this necessitated introducing students to a *"Slip or Trip"* activity to address the problem of students providing claims and evidence without sufficiently connecting them with warrants. Sowey (2018) stressed that it is essential, especially for beginners, to be aware of argument expressions because he noted that

students usually state assertions without connecting them to conclusions (Sowey, 2018). Through this activity, there was an introduction to Toulmin's model of argumentation, particularly the explanation of warrants, which was a pivotal moment. After learning about warrants, students began to present more comprehensive arguments, as evidenced by the shift in their reasoning and the increased complexity of their claims during discussions (Table 4.3.2.2); by raising their awareness and keeping track of their learning, the use of graphic organizers helped students visualize and connect their claims, evidence, and warrants, leading to more structured and cohesive arguments. Through this Fusion of learning how to argue through metacognitive awareness, students improved their ability to construct compelling arguments, especially with the help of dialogue, as asserted by Reznitskaya dialogic teaching leads to the refinement of argumentative capacities (Šeďová et al., 2014). The mid-program data shows significant improvement in students' argumentation skills, as illustrated in (Figure 4.3.2.2) Regular practice and guided discussions helped students better integrate claims, evidence, and warrants into their arguments; the results were apparent in discussing *"Me Before You"* with students like Willow and Kilwa demonstrating enhanced ability to provide solid evidence and logical warrants. By the end of the program, students showed marked improvement in their argumentation skills, as shown in (Figure 4.3.2.3); the final assessment revealed that students excelled in all areas, with solid scores. The overall progress chart (Figure 4.3.2.4) highlights a steady increase in scores from the beginning to the end of the course, demonstrating the effectiveness of the teaching approach and continuous practice.

By the end of the program, most students were able to provide well-supported claims with clear evidence and logical warrants with the support of metacognitive activities, which helped students develop greater awareness of their learning processes and ineffective argumentation because the use of such tools of metacognition boosts brain activities and improves learning (Kolencik & Hillwig, 2011). As a result, students learned to reflect on their arguments and the reasoning behind them, leading to more autonomous and confident participation in the discussions; this aligns with the study of Yildiz and Kiran, who asserted that those who possess the ability to argue effectively show advanced superior critical thinking (Yıldız-Feyzioğlu & Kıran, 2022). The structured approach helped students engage more deeply with the material and think critically about their arguments, as we cannot blame students for providing random answers in the literature classroom, which is one of the problems highlighted in the interviews with EFL teachers of literature in Algerian higher education. The training of students in using practical argumentation elements, as underscored in this data, might help overcome this handicap.

Now that the students know how to argue efficiently, guided discussions coupled with effective questioning by the teacher play a crucial role in enhancing not only their argumentation skills but also their involvement with literary works.

4.3.3. Teacher's Role in Learning

Before we investigate the effectiveness of the applied approach in this research, we need to label some teachers' roles that effectively guide teaching literature through the fusion between dialogic literary argumentation and metacognitive strategies. As mentioned in the two previous chapters, the teacher plays a critical role in organizing and guiding the dialogic classroom. Even though the highlighted trend is that the teacher is more of a guide, there is still a need to identify how this guidance works within a literature classroom that depends on

effective argumentation through discussions and awareness about learning. Also, since the teacher is going to be a guide, we saw the need to identify the teacher's engagement as a third party in the classroom; this engagement does not mean there will not be teachable moments where he/she must interfere when necessary to provide insight on different matters. As a result, the teacher must recognize these moments when they occur.

Moreover, the most essential skill the teachers must develop when it comes to this approach is questioning. This skill must be mastered to raise tension and address it effectively. Engaging as a guide does not mean that students are going to be autonomous and demonstrate high awareness all the time; the levels of guidance differ according to the input discussed in the classroom.

4.3.3.1. Teacher Engagement as a Third Party

To create a dynamic and effective learning environment, especially in a classroom that depends on argumentation and dialogue, it is crucial to actively participate, facilitate interactions, and provide support and guidance to students in the classroom, leading to enhancing students' academic and personal development, improving their outcomes, and fostering a positive and productive educational experience where students attain all the objectives of using high order thinking when arguments dialogically within a classroom. Alongside the familiar roles of teacher engagement as a facilitator, mediator, evaluator, and motivator, as mentioned in Chapter 2 above, In this research, we want to focus more on interactive activities that will be mentioned in the following titles in this chapter, Active participation, this is what we labeled as engagement as a third party, in this sense the teacher engages in classroom activities with the students demonstrating commitment and a sense of community where the teacher participates in discussions, group work, and all the activities provided in the classroom. When doing so, the teacher shows the students that they are part of what they are doing; they are not an authority that students look up to for information only. We are here discovering literature, arguments, and arguing to learn just as students do; this increases students' engagement and comfort in exchanging their ideas and learning from the teacher.

In this teaching experience, students were explicitly made aware that we are part of what they are doing and that we are here to guide their discussion to reach the objectives of learning from and about literature while they converse with their peers. To ensure this kind of comfort, which students are not used to, they were assigned to do some of the controlling roles that supposedly the teacher always does, among which is peer assigning, where they assign each other to speak rather than waiting for the teacher, examples of this occurring in the classroom are Illustrated in the table below:

Luffy: The Moment I Saw the picture, I thought to myself, this guy fainted; he neither slipped nor tripped… Okay then, who wants to say something?
…
Willow: The first time I saw the picture my claim was that he tripped… now he's ready to answer?
;;;
Kilwa: The same question, why this title? Gojo, do you want to say something? okay, Emma go ahead.

Table 4.3.3.1: Peer Assigning Examples

Table 4.3.3.1 shows how students use peer assigning in the classroom to decide who wants to speak next; there were instances where students asked questions like: "Emma, do you want to say something?" This strategy puts students at ease and does not feel under the spotlight, fearing the teacher's judgment or evaluative power. As such, the students even consider each other more; saying who is ready to answer, for example, gives them a chance to the others to think about their answers more. In the beginning, students felt that this was weird; they were not used to it to the point that they were very reluctant to use it, always looking at the teacher for affirmation and approval; this even appeared when they wanted to provide their opinions, for example:

Willow: Teacher, can I have a counterargument? **Teacher:** You can have whatever you want, you don't need permission to give your opinion.

Table 4.3.3.2: Asking for Teacher's Approval Examples

This example shows that students over-treat the teacher as an authority in the classroom to the point that they can only make an argument once they seek approval; this might be reflected in how they are taught in their university classrooms. In this program, we strive to minimize, at best, this continued need for validation from authority; through being more aware of their autonomy in the classroom and reflecting on the training in the strategies used, students showed more hold to their roles in the classroom, for example:

Gojo: Just one more thing, I want to add that we have agreed on a strategy to use the first day, right? in which when someone finishes he gives the floor to the other one, so we should carry on doing this. … **Emma:** Guys, do you remember the first sessions that we've had with the teacher? we were taught some strategies to years, why aren't we using them now? **Amanda:** Yes actually, we're not using them.

Table 4.3.3.3: Showing More Autonomy in the Classroom

Table 4.3.3.3 illustrates how students effectively become aware of what they are doing in the classroom and what is required of them, reaching high trends in autonomy; it is. It's during these moments that the teacher can be put at ease because the strategies are working.

To ensure the success of this activity and other activities of relinquishing some roles that are typically assigned to the teacher, the amount of guidance in discussions was high to the point that the teacher held their opinion and claim to the end; in this way, the authority does not affect students' flow of ideas, reasoning, and critical thinking which would lead to more use of organizational strategies autonomously by the students to reach consensus. as students began to get used to this kind of conceptualization in the classroom, they reached the point of asking the teacher for their position regarding what they are discussing, For instance;

Teacher: This made me think of the story of the prophet Moses; he killed a guy, and God gave him a second chance though. He killed the guy. So, we can't say that because it's a prophet but everything we see in the

Quran is an example of something.
Gojo: Madam, if you compare our life to their life, it isn't the same nowadays.
Teacher: he killed him because he was bad to another person. He hurt another person, and the prophet was witnessing a fight, and he killed the guy who was hurting the other.
Gojo: Do you think this a crime or Justice?
Teacher: I don't know, but it's still killing someone.
…
Robin: What do you think teacher?
Teacher: Actually, building on all of your ideas, I would go with Pride and Prejudice…
…
Emma: Yes, Mrs. I was going to ask you actually.
Gojo: Yeah, what do you think about it?
Emma: Like would you give a second chance?

Table 4.3.3.4: Students Asking for Teacher's Position

The table above illustrates how students conversed for so long, reaching the point of asking the teacher what they would think about this situation. Using the same strategies required from the students, when we were discussing whether being bad is innate or due to environmental issues in discussing *"John Locke's Essay Concerning Human Understanding,"* we provided our opinion (Teacher) reflecting on the story of the Prophet Moses, student Gojo through reasoning and critical thinking highlighted that we cannot compare since Society's Norms are different from prophets' time, asking us to resonate more and wonder whether this is crime or Justice, at this moment the student used effective questioning, as it is used by the teacher throughout the program to lead the conversation. The two other examples highlighted in the table show that students genuinely were asking for the teacher's opinion not to seek information or learn something new but to know her position; we successfully became a third party in this classroom where the students' opinions are as equally important as the teacher's.

If we want to reach the peak of autonomy and learner awareness of classroom objectives, the teacher must use them simultaneously with the students; in this teaching experience, we applied all the strategies we have trained students to use alongside them. It was very apparent that we used students' questions, built on students' ideas to provide opinions, participated in making connections activities, changed our position through reading and discussions, if necessary, tried to use all the practical argumentation skills and reasoning, and used personhood to try to understand what it means to be human together in the classroom. The table below shows some extracts from the transcript of sessions on teacher's participation as a third party in classroom discussions:

Teacher: I think I disagree with Willow here, when people are drunk their priorities change, drunk people have no sense of balance, this is my warrant.
…
Teacher: I would answer this differently. if I was asked this question, I would say that friendship is more about compromise, I don't remember an example of sacrifice towards my friends, it was just sometimes a compromise.
…

Teacher: There was a lack of loyalty, she's a mother now, and she has to think about her daughter and her reputation in a way, after 5 years The same guy comes back with all the charm and wealth and love and care, and this is why there is a tension in the first place but to give up a life of marriage for a fling of some sort, I feel like it's not reasonable what we're asking for here. the most abnormal and repulsive thing that she's done is cheating on her husband, if she didn't cheat, I would accept Daisy as she is.
…
Emma: Actually, I don't see Elizabeth overprotecting here, I don't see it as over protection, the way she behaved and the way she talked, she was not making an effort to prove herself to others
Teacher: I agree with Emma here, she's not intimidated by anybody, if you are protecting yourself, it would be more aggressive as a character.
…
Teacher: To beat deceitful is a deal breaker for her, and this is why I personally analyze it this way and say that she ran away because of the background she had about being deceitful.
…
Teacher: …Personally, I wouldn't listen to it, this is why I agreed with Rose when you are a person who is very truthful with your feelings, you give your all, especially like Jane. Jane was not loved, and when she found love she was so happy, she loved him so much, and she was devastated. to fall in such a way, is unbearable, what do you guys think?... sometimes we hide the truth just because we want to protect others or ourselves in a way, so probably he hit the truth from her because he was afraid.
…
Teacher: This made me wonder about the implications of such decisions in our own lives
…
Teacher: Your idea made me think about How different cultural contexts might influence our understanding of sacrifice.

Table 4.3.3.5: The Teacher's Engagement as a 3rd Party

The table above (Table 4.3.3.5) illustrates some extracts from the classroom transcript on our participation through the different dialogic literary argumentation strategies and metacognitive strategies that the students were trained to apply in the literature classroom. In discussing the activity slip or trip, a claim was provided using effective argumentation that students were asked to follow, supporting the claim with evidence and warrant. We disagreed with student Willow, highlighting where we used a warrant, which students had struggled in using this participation alongside students' argumentation, shows not only the teacher's active participation but also sets the example so that the students follow up unconsciously, which they were taught as learning abductively from each other or the teacher. In discussing the characters Alicia and Rupert in *"Me Before You"* about the conceptualization of friendship, personhood was explicitly used to reflect on the situation using personal experience to support the claim that friendship is more about compromise; following up, students provided their personal experiences reaching the objective of using personhood. Moreover, in discussing the issues of tension for the character Daisy in *"The Great Gatsby,"* a position was provided using reasoning and critical thinking to understand the tension and struggles of this character in decision-making, supporting the judgment of her being a cheater, this position would open students' awareness on how to judge a situation while considering what it means to be human together. Furthermore, while trying to understand and analyze the character Elizabeth Bennett from *"Pride and Prejudice"* student Emma's use of reasoning to follow up from her friends that the character is over-protective by providing evidence that the way she talked was too confident to show us over protection, the teacher's agreement with this opinion

building on the student's claim was an implicit attempt to validate Emma's claim through providing an omniscient opinion.

Using claims, for example, beginning with "I analyze…" and "I would not listen to it…" The teacher provides a claim, but not one that students would solely consider, and ends the discussion. Using such words implies that we would do this this way, but they are not obliged to do it similarly; their opinion is essential, and they can see this differently. In addition, as long as the teacher is providing opinions and actively participating in classroom discussions, this would automatically lead to engaging in students' questions as well, so the questioning strategies that students were trained to ask would be used by the teacher, like "this made me wonder about…" and "your idea made me think how…" Such statements show that the teacher reflects on students' ideas and expands the discussion simultaneously to include cultural contexts, encouraging deeper analysis and critical thinking. Active participation, in this case, is, in itself, an implicit way of input implementation.

Through using effective argumentation, encouraging personal connections, validating student contributions, and using effective questioning while exclusively using learning strategies with students, the teacher Fosters a dynamic and engaging learning environment and students' growth as thoughtful and reflective individuals; the analysis highlights the importance of teacher engagement as a third party in creating a collaborative and intellectually stimulating classroom atmosphere; this, however, is not enough; as much as we enjoy the passive participation in the classroom as teachers, we must depict direct guiding and teachable moments when they occur.

4.3.3.2. Recognizing Teachable Moments

Alongside training students on how to be aware of their learning and attaining classroom objectives of using high-order processes and effective dialogic literary argumentation through the teaching of literature, the teacher must know how to seize literary teachable moments when they occur in the classroom after all, learning from literature and using it as a means necessitates moments where students find confusion, and it has to be addressed by the teacher. Literary lenses in this approach are used to strengthen argumentation, learn about different people from different eras, and understand what it means to be human together; they are not treated as dogma; however, dealing with them is necessary sometimes. In addition, the teacher should spot such moments to implicate knowledge in many aspects, such as grammar, writing, and vocabulary expansion. The process of identifying such teachable moments should be implicit and made smooth so it does not affect the flow of ideas and critical thinking within the classroom discussion. For example, when we were discussing whether Louisa's decision to help her family in *"Me Before You"* was a Duty or sacrifice, students reached the consensus that it is both through an extensive discussion; in this Moment, the teacher sees the opportunity to implement a new vocabulary into students' lexical baggage, the table below illustrates it:

Willow: I have something related to the argument that Gojo said. When he said that sometimes the sacrifice it's due to duty. If we consider helping the parents as a duty, the duty was obliging her to sacrifice her studies. So it's both duty and sacrifice.

Teacher: Okay, this is good Rose said it's somewhere in between. Willow said it's both, so what can we do

with this?
Rose: Miss honestly speaking. Yes, I highly agree with it. It is both duty and sacrifice. We cannot separate between them
Gojo: I have a point that will make my argument and yours rigid: when we sacrifice for the things or the people that we love, this is a duty, and this is an obligation, meaning they are somehow related.
Teacher: Okay, so we say that they are interrelated and I'm going to give you a new word. They are inextricably linked, which means they cannot be separated from each other.
Blossom: How do we write that
Sandy: Nice I like this word
…
Rose: Basically, parents are sympathetic, and they care about their children, and at the same time some parents accept the choice of their children. this is why Will's parents know him exactly and they just accepted the fact that he wouldn't change his mind. that's why I remember in the scene the father when he told his wife we just have to be with him. Louisa's mother, I see that it's logical too because she didn't know him. so both of them are logical and human because this is it, parents accept the choices of their children, this is what I believe in
Teacher: Okay, so according to you parents are "Enablers"
Rose: Enablers? (Teacher explained the new word
…
Kilwa: I saw a reel on social media that shows the book Elizabeth was reading in the movie, was actually the book Pride and Prejudice, the story itself
Teacher: Ah right, that's product placement, it's an advertisement strategy.

Table 4.3.3.6: Implementing New Vocabulary Examples

The table above shows how the teacher implemented the new word "inextricably" to the students while relating it to the discussion about whether helping a family is a duty or a sacrifice. Implementing new words always occurs within the literature classroom, especially providing synonyms to broaden students' lexical lenses, in addition to learning how to conceptualize their ideas, as Illustrated in the example of the teacher explaining the word "enablers" to help student Rose in conceptualizing her whole argument through this word, allowing Rose and all her peers to learn something new. Also, the last example provided in the table shows an instance where the teacher explained a business vocabulary wording, which is product placement, originated in business English; after all, we should not forget that we are teaching literature in the concept of English as a foreign language so that any additional vocabulary would be a teachable moment. Moreover, students were explicitly required to use them later in future discussions and writing assessments. As a result, they learn how to reflect on their learning and use what they learned to shape other language development skills effectively.

These teachable literary moments were also seized when explaining figures of speech in literature; they appear too often in discussions, especially when discussing several actions and decisions made by the characters in the literary works. One of these instances appeared in the classroom when we were discussing the characters Alicia and Rupert in *"Me Before You,"* particularly the part where Will Traynor offered a mirror as a gift to Alicia at her wedding; in this regard, the teachable moment appeared in explaining irony and symbolism as follows:

Kilwa: Mirrors show reflections of our personality instead of physical appearance **Linda:** he gifted her a mirror because he wanted her to see that when you look at the mirror you remember that you are still a healthy person and I am disabled. That's why you canceled the wedding with me and went with my friends because mirrors usually are used for people to see themselves and how they are in the mirror. **Emma:** I think that mirror is like a reminder for her how she's bad from the inside. **Gojo:** … She was a blessing in disguise… **Teacher:** Interesting. I love the words a blessing in disguise. Yeah, because the mirror symbolizes a person's reflection. When you see yourself in the mirror, it shows you your reflection. And this reflection is to remind her who she is, this is more of an Irony than Symbolism (teacher explained Irony) This irony of giving her a mirror, how relates to our question of what kind of a person is Alicia.

Table 4.3.3.7: Examples of figures of Speech Occurance

The example above shows how students interpret Will's gift to Alicia. They automatically start by explaining what mirrors symbolize, indicating that it is not the physical appearance that he wants to see through the mirror but her personality and inner ugliness. In This Moment, the teacher sought the opportunity to move beyond symbolism to explain that this is an occurrence of irony and explain the essence of irony. Similarly, the teacher could Implement these figures of speech as part of the commentary on students' discussions while engaging as a third party, which would lead to a teachable moment itself, for example:

Teacher: So, when I read the title “follow your heart, your brain is stupid” I will be like/My brain is stupid! I got to watch this and see why is it stupid. It could also be an exaggeration; this happens in literature when authors exaggerate something, whether to value or to underestimate something else. we exaggerated the objective stupid for the brain to Value the heart. **Gojo:** Oh, so that's hyperbole **Teacher:** Exactly (Teacher explained hyperbole to students

Table 4.3.3.8: An Example of Irony

So, through the example above, the teacher led the students from the claim to learn what we mean by hyperbole, which was ideally identified by the student Gojo without any help, which is effective listening and reasoning. These moments, however, should be within the appropriate amount of time allocated to them; we should constantly shift back to the essence of the discussion, which is to understand what kind of a person this character is. These literary teachable moments expand and clarify literary elements while always maintaining the attachment to classroom discussion objectives.

As was mentioned in the previous quantitative data about text selection, the choice of literary works and the period they come from highly affect students' interest in learning and discussing works from different eras. At some point, it was necessary to highlight the literary period from which the work came for various reasons; this is also a teachable moment in literature, especially in this approach of dialogic literary argumentation, where literary lenses are not used as dogma. For example, as much as students showed increased interest in contemporary works like *"Me Before You"* and *"Think Like A Monk,"* we captured this attention to explain to them that the level of their interest is increased because these works are contemporary coming from the New Millennium period, at this moment the period characteristics were explained, showing the students that the variability in themes and the

closer these are to their current lives the more they interact with them, Sometimes even when the period was not as contemporary as you would want it to be, students still relate to it pretty well like the discussion of *"Jane Eyre,"* in this case, students were introduced to the author Charlotte Bronte and all the Bronte sisters stories and how their plot is always captivating, not to mention the magic of the Victorian era.

Discussing *"The Great Gatsby,"* on the other hand, was challenging since the societal Norms do not match the Algerian cultural beliefs; a deeper understanding of the modernism era and the Jazz era, in particular, was necessary to increase students' empathy and connection to the literary work, so that is also a teachable moment that's focal to proceed in the discussion of the literary work and increase the awareness of people reading literary texts differently from different societies and understanding what it means to be human together. Accordingly, this shows students that it is okay not to relate to the literary period, but they can still argue to learn through it, as mentioned in the previous quantitative data; through the discussion, students built a deeper understanding of *"The Great Gatsby"* more than they did when they first encountered the literary work.

Students can evoke the teachable moment about literary lenses, first because they already know about it and second because they use it to support their argumentation about understanding human behavior in a certain Society. This is the essence of reflecting on literary lenses in this approach, as shown in discussing *"Pride and Prejudice,"* Elizabeth Bennett's character in particular.

Gojo: Okay, seeing things from my angle, she was just being confident also I'm wondering how I can support this idea with what Kilwa has said; she had to do that because of the era; at that time, if you didn't do so, I mean the poor at that time weren't considered as real human beings **Teacher:** Exactly, so the poor and women in particular, during that period their opinion was marginalized in a way, so we could not judge Elizabeth for being proud. (teacher Related to the Romantic period and feminism)

Table 4.3.3.9: Literary Lenses Evoked by Students

As illustrated in the example above, student Gojo's reflection on the romantic period, especially feminism, and how women and people experiencing poverty were treated during that era necessitates posing for a little bit and highlighting the period's characteristics for the sake of the discussion. Engaging with students as a third party, participating in classroom activities, and identifying teachable moments can still not be enough to engage students 100% with the classroom material and discussions; in this case, the teacher's guidance would have to increase despite the necessity of maintaining student-centeredness.

Some literary works are more challenging than others; in this case, we need not only to teach about the literary period but also guide students further through the discussion, and in such classrooms, the teacher finds himself/ herself required to explain more in order for the discussion to reach its objectives; this occurred specifically in literary periods, such as the Enlightenment, the Renaissance, and the Classical periods. Even though we took only the excerpts we were interested in from *"John Locke's Essay Concerning Human Understanding,"* the reading was short for students. However, it was super challenging when it came to language. As a result, we had to go through this step by step, trying to segment the

ideas in the excerpt, identify the main themes we wanted to discuss through this work and relate them to previously discussed literature.

Teacher: In yesterday's lesson we discussed the idea of innate or not, and this is why I shared with you the essay of John Locke "An Essay Concerning Human Understanding" in this essay John Locke wrote four books.
The teacher talked about the Enlightenment period.
Teacher: Faith and Justice are not Owned as Principles by All Men. When you read this paragraph there's the idea that People doesn't look Beyond the Smoke of their own chimney. This is one of the ideas expressed in this paragraph. People don't look Beyond the Smoke of their own. Chimney. What can you understand from this?
Fatima: They do not use their brains.
Emma: Is thinking of just about the present moment and forgetting about what's coming next?
Rose: And maybe it has to do with using the brain and thinking outside of the box. Yes.
Teacher: If we think about this expression of looking at the tip of your nose, okay, if we see this expression universally. What can we say about principles?
Paris: They look for just what they want. They would think it helps them, but the other things do not. important for them
Teacher: How can we relate this to yesterday's lesson?
…
Emma: Can we say that they follow them just for their own convenience?
Teacher: Excellent. This is one of the ideas. He said actually
Kilwa: Mrs. I do believe that he means that everyone has principles, but they do not believe in them, I'm faithful, but when it comes to a situation that Hurts me or something like that. I will change the principle.
Teacher: Excellent, very good. So people, he said that, first of all, principles are not Universal. That's the first and the second idea in this paragraph. "They keep faith and rules of Justice one with another, so faith and Justice put them on the same scale." Finally, he said that those principles are not innate. He said principles are not innate laws of nature but rules of convenience. within their own communities So he said principles are not innate. This is what he believes. Do you find this reasonable what he's saying? Principles are not innate and like it's the convenience that makes us choose something.

Table 4.3.3.10: Teacher Guidance Examples in Discussing John Lock's Essay

The table above shows an example of discussing some of the ideas in John Locke's essay, so we said that we are discussing this to relate to the previous work, *"The Hound of the Baskervilles,"* when we discussed characters decision-making and whether bad is innate, so here, the students have a picture of what is going on. Moreover, going through the discussion of the main ideas, we had to explain to the students each idea separately while keeping them aware of where the discussion was going by asking questions with each minor idea; the process took some time, but students successfully related to it by asking and answering questions and building on each other's ideas so for example when student Emma wondered if following principles is just for convenience, the teacher's positive feedback helped the following students in the conversation to build on Emma's idea and reach an understanding of the presented notion.

The teacher encouraged the explanation of different ideas in the essay, but in this case, the teacher also highlighted the use of the different strategies that the students were trained to follow because, at this point, when they were frustrated with the language, they forgot to use their critical thinking and cognitive awareness to try and break it down.

Hannah: Mrs. I agree with him because I believe it allows them to justify their actions. What do you think Gojo?
Gojo: To be honest. I don't get the idea.
Teacher: Okay, so at the end of the paragraph he said "...but will anyone say that those that live by fraud and repine, would anyone say that they have innate principles of Truth and Justice which they allow and resent to do…" they still have principles these people who are outlaws and fraud and repine. He objects this idea. He said "...no man, deny their practice." Try to activate your prior knowledge to relate
…
Gojo: It actually has let me think about relating this idea with an anime Called "Death Note." In the anime, there is someone called Kira who is a devil. But the thing is he kills people and he has a principle in that principle he kills only criminals and you think that he's making Justice and creating Justice for the world. I mean, yeah, we can see people who are killing others who are robbing, and who are doing bad in this life, but they still have some principles for instance, this also led me to think about the movie Spider-Man 2. There was an antagonist, Sandman. And Sandman was robbing. He used his superpower in order to Rob but why? just because he wanted to gather money for his daughter's surgery, meaning he had a principle. then I agree with John Locke's
…
Rose : Okay I understand now, I'm wondering just because they have such kind of principles, do we not judge them and say they are wrong?

Table 4.3.3.11: Further Teacher Guidance

The example above explains how teachers' guidance in understanding the core idea of John Locke about principles and innateness, in addition to the guidance to use prior knowledge to try to relate to this, student Gojo, after not understanding fully the idea, successfully provided two examples from an anime and a movie to help him clarify the idea while thinking aloud, understanding that outlaws when doing their evil deed for convenience does not deny the existence and their belief in certain Universal principles. As pointed out at the end of the example provided in the table, after fully understanding ideas through guidance, student Rose went back to using student questioning to engage in the conversation through critical thinking and trying to understand human behavior after all the points behind John Locke's essay is understanding what it means to be human which is one of the main principles of dialogic literary argumentation, that was the implicit reason behind choosing this work. Students do not always depict meanings independently; teachers' guidance varies according to what is discussed in the classroom.

The same situation happened when we discussed *"Macbeth"* by William Shakespeare; even though the students were provided a translated version of this play to help them understand the essence of it so we could discuss it thoroughly in the classroom, they still found the language challenging. The themes were confusing, so again, teacher guidance had to reach its peak to move through the work. In addition, discussing the Iliad and *"The Odyssey*" by Homer was not different from the previously mentioned two works; even though the content was supported by a documentary illustrating the plot, students still found it complicated and contained too many details, in the example of *"The Iliad and the Odyssey*" the language was not the problem. However, the plot of the story itself, the poem talks about many characters, many gods, and many settings; in this case, students were guided through mapping with the help of the teacher to simplify the flow of events in order to help us discuss

the main themes and personally relate to them. We will provide an example of the mapping of "*The Odyssey*" that we developed alongside the students.

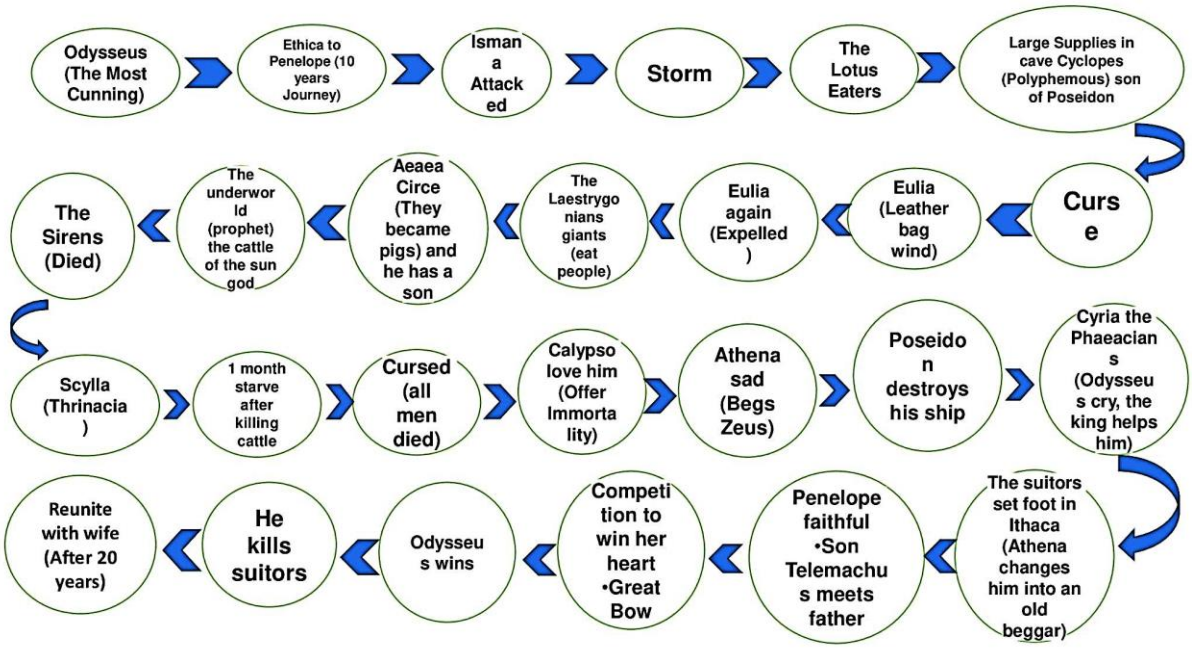


Fig 4.3.3.1: The Mapping of Odysseus's Journey Back Home

Figure 4.3.3.1 above illustrates how we mapped Odysseus's 20-year journey back home to his wife; this mapping helped the students go through the several stops in Odysseus's Journey and familiarize them with events before discussing them in the classroom. Relating events using brainstorming helps students Supply their argumentation with each of the steps now that they are familiar with them. As a result, the discussion was enriched with more evidence and understanding of characters, especially in a period where imagination is at its highest peak, and relating it to what it means to be human and understanding human behavior and decision-making is much more complicated. Below, we will provide some students' feedback after the mapping and discussion of "*The Iliad*;" we should highlight that before the discussion, students did not like the work; they found it very difficult to understand, which made no sense to them.

Luffy: I believe the events are clearer now not like when we discuss them one by one when we were participating, it's clearer and also relations between characters and the reason behind their action is obvious now. **Zoro:** Honestly speaking, now everything is clear and understood, especially the reason behind their actions, earlier when I watched the documentary, I was like why they are feeling this way and why they are going through all this, I wasn't able to know exactly the reason behind this story, but now I am able to know and give them more excuses…The discussion helped a lot, to understand much more about life through learning from each other, honestly speaking the discussion held a lot

Table 4.3.3.12: Students' Feedback After the Mapping

The table above shows an example of students' feedback after mapping and discussing "*The Odyssey*." They provided two sides to this feedback; first, the mapping helped clarify the poem's plot, and the discussion fostered that mapping with more understanding of the main themes and characters' roles in the literary work.

All that has been mentioned above about teachers' role in the engagement as a third party, recognizing teachable moments, and arriving at extensive guidance would not be as successful without effective Teacher questioning through the discussions.

4.3.3.3. Teacher Questions

In addition to actively participating in student questions, the teacher must guide classroom discussions through effective questioning to attain the objectives of teaching literature through the fusion of dialogue, literary argumentation, and metacognitive awareness; the nature of the teacher's questions in the classroom determines the outcomes; after all, the mission of being a guide leads to the success and engagement of the following group, in this case, the students. The art of question-asking in this approach relies on the objectives of the classroom pertaining to using higher-order thinking to be aware of their learning and understanding what it means to be human together through constructive argumentation in the classroom. In this section, we will introduce some of the teacher's questions that would impact the nature of the discussion with this particular approach.

- **Questions to Foster awareness of how students provide arguments**

• So, what are you saying, is it evidence or warrant? • What gave away this idea, what kind of Expressions made you think this way? • All right then, support your claims and evidence with warrants to connect what the light in the poem compared to the movie represents. • Can you please explain that more? so you think she's protecting herself, from what? • So, Emma, are you opposing your previous idea?

Table 4.3.3.13: Questions to Foster Awareness of How Students Provide Arguments

The examples of questions mentioned in the table help students distinguish between evidence and warrants, encouraging them to think critically about their arguments without directly addressing the claims as wrong; the teacher asks open and indirect questions to Foster students' more profound understanding of the structures and components of effective argumentation. Students have been trained to argue effectively, and they need to be continuously reminded of the skills they have developed.

- **Questions to Foster Students' reflection on their learning**

• What are the questions you have about this? • What surprised you about today's lesson? • So, what have we got from today's lesson? what did we do and what changed? • How do you feel after watching "*The Great Gatsby?*" • What's to doubt for you from last session? • How did you feel when you read it? • What are your anticipations about what we will tackle in this book, relying on the various strategies we have used in previous sessions, what do you think are the open questions, notions, and social conflicts that we will discuss?

- From the first lesson till today what do you feel that you need to improve?
- Why do you agree? imagine John Locke is in front of you right now and you are discussing this point with him, how would you support it?
- Do you remember what you said about him at the beginning of the lesson?
- So, after this discussion, what can you say? what have you realized differently through this session?
- How Will you use the information you learned today?

Table 4.3.3.14: Questions to Foster Students' reflection on their learning

The reflective questions Illustrated in the table prompt students to think about their learning process, identify gaps in their understanding, and articulate their thoughts and feelings about the lesson. This metacognitive approach helps the students become more self-aware and autonomous and shows how the discussion with the group affected their understanding of the world, the literature texts, and themselves.

➢ **Questions to encourage reasoning and critical thinking**

- How come people surrender and begin at the same time?
- What light are we talking about here?
- Do you think this is kind of sacrifice?
- So, obligation is not a duty?
- Can we say it's okay to be jealous?
- So not whatever is logical is right, this is what you're saying.
- Why are we defending the brain?
- Avoiding thinking about your fear, does it really help in not thinking about it?
- So, pride a fault or virtue? have you thought about it?
- Is it really protection or setting boundaries?
- Do you think children are born with principles?
- Mr. Darcy was attracted to the strong personality of Elizabeth, right? What attracted Mr. Rochester to jane, you can't say beauty because even Mrs. Ingman was beautiful.
- If you were evil, would you feel bad when you do something bad?

Table 4.3.3.15: Questions to encourage reasoning and critical thinking

The examples of questions in the table challenge students to think deeply and critically about complex ideas; this entails that providing an argument alone is insufficient. The flow of the discussion might lead to more critical Notions About human understanding through literature, and this encourages students to explore different perspectives and engage in higher-order thinking, which is essential for developing analytical skills, primarily while supported by personal experiences and knowledge about the world.

➢ **Questions to stimulate integrating prior knowledge and personal experiences**

- Do we usually find success after failure?
- The whole world knows about the Bumblebee tights from "*Me Before You*" why this part is so touching?
- When was the time in your life when you struggled between your emotions and your logic in decision making?
- I want you to put yourselves within this quote, as a person, what can you say? When did you feel within and without in your life?
- So, when you read this chapter, how did it relate to you as a Muslim?

- Most of the time you're thinking something but you're doing something else, can you relate?
- If you or Jane eyre, what would you have done in this situation?
- Can you consider Alicia's position from your perspective?

Table 4.3.3.16: Questions to stimulate integrating prior knowledge and personal experiences

Applying argumentation elements and critical thinking must be stimulated with integrating knowledge about the world and personal experiences; by connecting literature to students' prior knowledge and personal experiences, the teacher makes the material more relatable and meaningful. This approach helps students see the relevance of literature in their own lives and promotes deeper engagement, which is much more valuable and more potent when considering peers' claims in the discussion.

- **Questions to encourage students to build on each other's ideas**

- Do You all agree?
- How about the idea that sacrifice itself is due to duty because Defending Your Country is a duty? do you agree with this idea?
- All right, Rose said it's somewhere in between, and Willow said it's both, what can we do about this?
- All right Rose, did we convince you?
- Do you still think that this quote is about ups and downs in life?
- So, what kind of agreement should we settle on?
- After you considered each other's opinions, do you still hold the same opinion about Alicia and Rupert?

Table 4.3.3.17: Questions to encourage students to build on each other's ideas

The table above shows collaborative questions used by the teacher to encourage students to build on each other's ideas and engage in Collective reasoning. While each student might have his or her claim and personal experiences regarding the disgusting matter, dialogic argumentation sparks more glitter in his or her argument, fostering a sense of community, building more awareness of the other, and learning from diverse perspectives.

- **Questions to make connections with previous discussions and literary works**

- How do you think the poem of the last session relates to the book *" Me Before You*"
- what relates this quote to The Great Gatsby?
- How this decision of Daisy relates to last lessons video?
- What did you feel? when it comes to the setting and the themes of both books.
- From our previous discussions, who does Rochester remind you of?
- Did we judge Will from Me Before You the same way we judged Rochester at the beginning? What about Mr. Darcy ?
- Now that we've dealt with both literary works, what's the first impression that you've got?

Table 4.3.3.18: Questions to make connections with previous discussions and literary works

Examples of Questions about connecting ideas and previous discussions to what the students are learning are provided in the table; promoting this inter-textual understanding depends on students' comprehension and encourages them to think about literature in a broader context; this would increase awareness of different materials presented in the

classroom, why we are discussing them, how different people from different backgrounds and periods relate or differ from each other, and discovering distinguishable social norms.

- **Questions to provide insight into The Human Condition and how to act upon the world (what it means to be human together)**

• What rights does Louisa have? • What type of people are Alicia and Rupert? • How can we discuss Patrick's behavior? is it jealousy? • So he doesn't have the right to be jealous? • How can we compare the reaction of Louisa's parents with Will's? which one is more human anyway? • What kind of struggle was Nick Carraway in? • Do you think it's a virtue to love someone despite their social status? is this acceptable? • Do you judge Elizabeth for being proud? • What are the criteria you would follow to decide whether to give somebody a second chance or not? • What other options did Jane have? • So, you believe that he didn't deserve that second chance? • So, Lady Macbeth is the devil who pushed an innocent man to do a bad thing?

Table 4.3.3.19: Questions to provide insight into The Human Condition and how to act upon the world (what it means to be human together)

The table exemplifies one of the central notions to target in dialogic literary argumentation: understanding what it means to be human and the challenges that exist for us together through literature. These questions help students gain insight and understanding of themselves, others, and the worlds in which they live. This Fosters awareness and reflection on fundamental human values and ethical dilemmas.

The teachers' questioning strategies are integral to achieving the objectives of teaching literature through dialogic literary argumentation and metacognitive awareness. Using various questions, the teacher guides students in developing critical thinking, reflective learning, and collaborative skills. This approach enhances their understanding of literature and fosters essential life skills, such as empathy, ethical reasoning, and self-awareness.

4.3.3.4. Teacher's Role Results and Discussion

As pointed out by Olagboyega, the syllabus is a means; it is how the teacher implements it in the instructional approach that matters (Olagboyega, n.d.). The teacher's role in this approach is multifaceted; in addition to acting as a guide, facilitator, mediator, evaluator, and motivator, the most crucial role highlighted in the usage of dialogic literary argumentation and metacognitive strategies is the teacher's active participation and engagement as a third party in the classroom, as this as Kolencik and Hillwig underscored the need to establish a classroom climate that fosters awareness of student's thinking including how teachers engage with students(Kolencik & Hillwig, 2011). The first step in ensuring such engagement was to assign some of the typically assigned roles to the teacher to students; examples of peer assigning (Table 4.3.3.1) Show how students were encouraged to take control of discussions, reducing their Reliance on the teacher for validation and promoting autonomy in their learning process (Table 4.3.3.3). In addition, in this approach, the teacher participates alongside the students in every activity and uses strategies in classroom

discussion. As a result, students became more comfortable expressing their ideas and took on roles that facilitated discussions and involved the teacher (Table 4.3.3.4). As highlighted in the study of Svaricek (2020), students can present arguments not only to their colleagues but also to the teacher (Švaříček, 2020). This teacher's engagement aims to reduce the authority and domination of their voice in the classroom. This engagement as a third party by the teacher does not deny the implicit effects of such a practice, as the engagement itself provides an exemplification of the strategies that students are required to apply, and even indirectly, without students noticing, altering the discussion to increase the application of the strategies; this serves as an implied demonstration and instructional assistance, which Jin & Kim (2021) stressed is pivotal in shaping students' argumentative abilities (Jin & Kim, 2021).

Another vital teacher role in this approach is recognizing and utilizing teachable moments, whether literary or linguistic. The teacher seized these moments to introduce new vocabulary (Table 4.3.3.6), explain literary Concepts such as irony and symbolism (Table 4.3.3.7/8), and clarify complex ideas; this enriched the students' understanding of texts and expanded their lexical and conceptual knowledge; this was stressed by Hahkioniemi et al. in their study when they proclaimed that in dialogic argumentation, students can freely share their thoughts, but there comes a time when the focus should shift to exploring key concepts more thoroughly (Hähkiöniemi et al., 2019). For example, introducing the term 'inextricably linked' In the discussion of duty and sacrifice in "*Me Before You*" also helped students better understand and use literary Concepts. The occurrence of literary lenses and literary periods does not necessarily mean teaching them deductively in this approach; their appearance in discussions is also seized as a teachable moment to explain to students the reason behind their high interest in the work due to the Contemporary themes, and the exciting plot provided by the author because in this approach we strived to raise students' awareness, even their interests must be discussed and explained so that they be aware of why there is a difference of interest in the first place. Moreover, this particular teachable moment of literary periods can be evoked by students (Table 4.3.3.9) As a reflection of their previous knowledge. However, the teacher could use it to raise students' awareness about their moderate interest in the literary work, Pointing out differences and empathy with variable cultural and social norms. As part of their learning process awareness, students must always be told why the literary work is being discussed and, if necessary, which period it comes from, especially in works where students are reluctant to discuss because of cultural, language, or convenience reasons. Also, this raises awareness of what is going on in the classroom, the shift between periods, reflecting on prior knowledge, and how the learning process is happening; it is like composing a musical.

The teacher's guidance was essential when dealing with challenging texts, such as John Locke's essay and Shakespeare's "*Macbeth;*" the teacher facilitated comprehension by breaking down complex ideas (Table 4.3.3.10) and encouraging students to relate them to prior knowledge and personal experiences to strengthen their dialogic argumentation in the classroom. Metacognitive activities vary in the classroom depending on students' needs for guidance. Activities such as mapping that we used in discussing "*The Odyssey*" (Figure 4.3.3.1) helped students visualize and understand this complex poem, leading to a more meaningful discussion. As Webb (2021) asserted, in raising metacognitive awareness, successful teaching should push students to deal with both familiar and unfamiliar challenges

with guidance and flexibility (Webb, 2021). Once more, the combination of dialogical theory argumentation objectives and metacognitive awareness strategies proved successful in discussing literary works. We should point out that no matter what the teacher's guidance nature is, it should always stay faithful to the objectives of the approach. The feedback from students after guided discussions (Table 4.3.3.12) Indicates that they felt more confident and capable of engaging with complex material.

When the language is complicated, and students cannot relate to the literary work, they must know the objective of discussing the literary work in the first place; being aware of the objectives facilitates the task for students a little bit in dealing with more classical Literary works we discussed why the language is complicated, it is not because the students do not know English, but the enlightenment period was challenging when it comes to the English language level, this is part of increasing motivation through maintaining students' emotional stability which makes them more adept at encoding information as stated by Webb (2021).

The teacher should employ various questioning strategies (Tables 4.3.3.13…;19) to Foster critical thinking, reflection, and deeper engagement to attain the objectives of this approach; this is one of the main techniques highlighted by Sybing (2019) to foster dialogic interaction, ensuring the use of open-ended questions to enhance critical thinking (Sybing, 2019). Questions were designed to help students distinguish between evidence and warrants, reflect on their learning, build on each other's ideas, and connect discussions to broader human themes. For example, questions like "What do you think this means for understanding human behavior?" encouraged students to think critically about the characters and themes in the literary works while considering each other's ideas. This use of effective questioning strategies was designed to encourage students to think deeply about their arguments, reflect on their learning, engage with different perspectives, and connect prior knowledge and personal experiences to make literature more relatable and meaningful by enhancing students' overall engagement and understanding. As underlined by Kolencik, Hillwig states the importance of teacher questioning in students' benefiting from queries that make them their viewpoints rather than providing quick and shallow answers which prompt students to engage in understanding, explaining, decision making, and argumentation, promoting deep thinking (Kolencik & Hillwig, 2011). We relate this to dialogic literary argumentation by asking questions that lead to attaining the objectives of discovering people's choices and what it means to be human together.

The previously stated data about teachers' role in the literature classroom touches on several problems stated in the results of the interviews with EFL teachers of literature in Algeria; the first problem is that teachers send themselves as detached from didactical studies, the gap between understanding the theoretical framework and practical application of teaching methods demands higher commitment from teachers to attain objectives of teaching literature effectively in EFL. The second problem which involves no set objectives Regarding why we are teaching literature at this level, through the introduction of the fusion model between dialogic literary argumentation and metacognitive awareness, we provide more clarity regarding educational goals in teaching literature, underlining objectives of understanding what it means to be human together while argumenting effectively within a group through the use of higher order thinking. The third problem is teachers' reluctance to

adopt Innovative methods in empowering student' centeredness and autonomy; the application of this fusion method can help teachers overcome the dilemma of balancing between the standard and the desire to encourage meaningful classroom discussions among students since, through this approach, we can both maintain curriculum standards through recognizing teachable moments and teacher guidance while fostering engaging discussions.
The qualitative data on teachers' roles in the fusion approach and its impact were not measured quantitatively. While the data underscores the importance of thoughtful and effective questioning in creating a dynamic and engaging literature classroom, supporting it quantitatively depends on students' engagement and interaction in the classroom. Hennessy et al. (2023) suggested that how we structure tasks and the degree of student engagement are essential in building an environment to learn through dialogue (Hennessy et al., 2023). The latter will be developed in the next part of this chapter, providing statistical data to determine whether the teacher's role led to successful outcomes.

4.3.4. Student Engagement and Interaction

4.3.4.1. Student Questions

In this program, students were trained to prepare for the reading stage, where they asked themselves questions to help them prepare for reading or discussing a particular literary work. This pre-reading stage involves questions like What do I know about this? Why am I reading this? What didn't I understand in this? What questions do I have? and so on. These questions help students be more aware of their prior knowledge, including initial discussions of other literary works, what is represented in front of them, and why we are dealing with it, discovering before engaging directly in faulty analysis. Before being trained in this metacognitive strategy, students would directly start analyzing without further understanding the reading, automatically leading to ill-structured and biased argumentation. This strategy was combined with the think-aloud strategy, which will allow students not to anticipate their argumentation and open the floor for other students to consider and build on each other's ideas; an example of interaction might be presented in the table below, where students try these strategies for the first time with the exploration of a poem

Gojo: When searching for the things that I don't know I directly focus on the word dimming. Because I don't have a background knowledge about the word dimming. and also “the end of all I hold dear.” The meaning has some ambiguity that I have to search for to understand correctly what this poem is all about **…**there’s some sort of Rhythm in which it makes you interested or it makes you believe in hope. This is what I have got from this or from reading this poem.
Teacher: Rhyme not a rhythm, right interesting. Very good. That's think-aloud. That's talking to yourself about what you're reading. This is what we are trying to learn right here. You're just discovering something new.
Rose: Yeah, I want to try so let's get started with the title because it is interesting when we say fading Huh? lights. It's a kind of given light and negative intention when you read that the light is about to vanish is about to go. So, you start thinking how it comes and then when you start reading it, you know that it's a kind of a comparison between the day and the night.
Gojo: Also, the first thing you notice is the title. It is titled Fading Light. It is made of three stanzas every stanza has four lines. I found some Expressions that I did not understand.

Kilwa: when I read it superficially, I feel that it is a poem that spreads a kind of motivation a kind of not giving up but giving another chance to yourself…
Teacher: what gave away this idea, what kind of Expressions made you think this way?
Kilwa: using the words light, so light what do I know about light? A New Beginning Maybe…
Teacher: Excellent. What else? This is a prior knowledge. This is something you already know about light, darkness, day, and night. You see that's what we want to activate.
…
Willow: So, first of all, why am I reading this poem? I'm reading this poem first because our teacher asked us to and yeah, this is the purpose first purpose second purpose It's kind of my favorite style of poem, which is a simple language and deep meaning. Sometimes people use difficult words, but the meaning is simple now it's reversed. It's simple words with deep meaning and I like it second when I'm looking and reading the poem…when I read the lights, it represents hope for me…And when reading it it's given a hint that the poem is written at night and night usually, what I know that night is for thinking or overthinking…
Teacher: Good.
Willow: Yes, and for the things that I don't know… Twilight. I have a background about it but not exactly in this poem. So those are the difficult words for me…
Gojo: Can I give it another try?
Teacher: You want to give it another try? Okay. Yes, go ahead.
Gojo: "The Twilight of my soul" I know about it, which is Aurora if I'm not mistaken. It's a natural phenomenon and adding this word or combining this word to "my soul" I do believe it's an idiom or something, but I didn't get it. What's the meaning behind it?
Teacher: The soul doesn't have a Twilight. So, when you give something, the Twilight doesn't have a soul, and when you give an object a life trait that's personification, It's not an idiom. It's called personification. When you take something that is not alive and give it a living person trait Twilight doesn't have a soul. So, I took Twilight and I put a soul in it that's personification.
Gojo: personification is the same as it is in Animal Farm when we have given animals the role and the traits of human personification, right?

Table 4.3.4.1: Examples of The Use of Different Metacognitive Strategies in Argumentation

The first tryouts of the think-aloud strategy, planning for reading, and activating prior knowledge were unsuccessful because students ended up analyzing instead of preparing for reading. The guidance then went through the type of questions you would ask yourself when you want to prepare for reading, which helped students understand a little bit what is required from them. They started to look for the words they didn't understand like the student Gojo didn't understand the phrase dimming; they began to consider the rhyme and how it makes things different; while thinking aloud, they tried to relate the notion of day and night to their prior knowledge, the student Kilwa related her knowledge of light to a new beginning while thinking aloud the student Willow reflected on the language of the poem and how sometimes people use difficult words. Still, the meaning is so simple, so she admires this poem because the language is simple, but the meaning is profound. On the other hand, the student Gojo started to question the relation of Twilight with a soul; after this notion was slightly explained to him, he related it to his prior knowledge of the literary work Animal Farm and how it's the same as using personification. Students have been trained that once they know the thing allowed, activating prior knowledge, and preparing for the reading stage, their argumentation will be much more effective because they are aware of what you already know, what is presented in the classroom, and what you need to explore which leads us to the next training of during reading stage.

The process mentioned above appeared throughout the program, where students used think aloud and prepare for reading to gain more insight and background to support their argumentation; the table below shows an example in the middle of the program, where students used the strategies to understand a quote by F Scott Fitzgerald.

Hannah: I've seen some words in which the meaning is controversial and not clear enough for me. For instance. I begin with Enchanted and inexhaustible. I do know the literal meaning of each but they are being used within a hidden meaning. That's why I have said to myself that there are a lot of different meanings than the ones I have encountered before. As I read this quote, I have understood that in Life there are ups and downs meaning whenever you fail. There is a part after that failure in which you're going to succeed, from my experience that happened to me, and it happened to a lot of us in which we to some point in life, we feel down we feel blue and we feel that we cannot get up and then we have to rise again **Farrah:** I understand the meaning of all words in the quote and I tried to relate it to the movie that I have watched The Great Gatsby and I feel it represents a lot of the characters in the movie and I think that we are asked by the teacher to read this quote because we need it to analyze or understand the movie.

Table 4.3.4.2: Using the Learned Strategies at the Middle of the Program

While considering the think-aloud strategy, students were prompted to ask questions about the poem after reading it. Asking more questions about what they are reading will develop more awareness of the text, which boosts their exploration of the literary work and their reasoning and critical thinking capability; the table below shows some of the asked questions.

Teacher: After you read this, if you want to read it again, it's okay. And then what are the questions you have about this? not to me, I'm reading it with you for the first time. So what questions do you have when you read this think-aloud? **Willow:** The first question that comes to my mind when I'm reading this poem, is that it's talking about the light, and the light means hope and at the end of the poem it means hope, but the title of it is fading lights. So my question is, why did she choose such a title for something that's fading light, when you read the title, you will feel like the light will fade from her life, so she will be in the Darkness. But the poem talks about finding himself again. why did he choose a dark title for a bright poem? **Teacher:** Hmm, very good, so why the contradiction? **Kilwa:** okay, I think that I have nearly the same question as Willow what comes to my mind after reading this poem is I understand at first, it talks about fading light but the second part is the opposite. So, I think that the title did not describe the whole poem. If it was to me. I will try to give it another title. **Emma:** Actually, I'm asking myself if he describes something or a state of being, or is he describing something that he had gone through? That's my question **Rose:** So, I have two questions. The first question is the message behind this poem because we have to think about it. I personally think about it. We aren't just leaving it for reading it. We have to know why we are reading it. The second question is how we can find life in the darkness because this is it, he started by fading light trying to give us motivation, so how we can find life in the darkness? **Gojo:** So, my question, in the first stanza she described light as fading gently. Why did she describe the light as fading gently? What does she mean? **Willow:** can I ask a question I had after rereading? **Teacher:** Okay **Willow:** So, the question that I would ask myself when I'm reading the poem is if he said that he is finding himself again. Like "I found a different kind of light that shines from deep within" so I'm asking myself maybe if this light is good or bad and let me explain, maybe he's turning into a villain, because she said "in its

absent Shadows play" and we know that in the darkness when Shadows plays those Shadows are for something bad or maybe bad thoughts, bad ideas.
Teacher: is he turning into a good or bad person? That's it. Excellent. Good now you asked your questions.

Table 4.3.4.3: Examples of Student Questions in the Pre-reading Phase

As presented in the table above, students asked different questions relevant to the later analysis of the poem: why did the poet choose light while at the end talking about Darkness? Why did he give us hope and then take it away? If he's talking about hope, why choose the title Fading Light? Is he turning into a good or bad person? The light is fading gently. What does this mean? So, these questions lead students to resonate and try to find a reasonable explanation as to why the poem is so contradictory. After asking her question, Student Willow activated her prior knowledge by relating Shadows to Darkness, and when Shadows play, something terrible will happen. All of these questions and all of this reasoning happened only through thinking aloud and asking questions about the reading; we still need to start analyzing the work; this is metacognitive knowledge, trying to be aware of what you are dealing with and learning.

To ensure the consistency of the program, we have to always relate to argumentation, and students already learned how to argue. After learning the previous metacognitive strategies and how to argue effectively, they were asked to answer their questions about the poem. The students ended up combining all those strategies on their own; the table below shows a sample of these answers.

Willow: Okay from my perspective. I think that he is turning into a bad person or a villain because of two things when he said "In its absence, Shadows play" Shadows are here, so that means bad thoughts and also the choice of the title, he'd chose something dark for this poem and generally people use such Darkness for something bad happening, usually when we talk about shadows and playing in the darkness, I think he's turning into a villain because he said in its absence Shadows play and then there's fading light as a title.
…
Zoro: Okay, so my question was about the title. I was wondering why the writer used this title. I believe that there is a part missing in this title after reading the whole poem. I find that the title described just the part of losing hope in the poem. But the part of the new start and having the will is not mentioned. Typically, when we read the title of a poem, we can understand what the poem will talk about but in this one, I do not believe that the title describes the whole poem.
Teacher: Right, after I heard your answer, it made me wonder if the writer actually made a mistake while selecting their title.
Zoro: I cannot say that it is a mistake, but Why?
Teacher: Why you can't say it's a mistake?
Zoro: Maybe it's not
Willow: can I answer? … People usually try to make things interesting. So as in the essay that we studied, the title is something to attract the reader's attention. So maybe that's why she used something mysterious.
Teacher: reflecting on previous knowledge, good job. Yes, Okay. Right, so she chose this title to attract the readers? huh interesting

Table 4.3.4.4: Students' Examples of Answering Their Own Questions Through Argumentation Elements

In answering their own questions about the poem, students effectively used the argumentation elements they had been trained to apply; their arguments were supported by

evidence, and surprisingly, through making connections and activating prior knowledge, they used their prior knowledge as warrants. For example, Willow related to the notion of Darkness as a warrant for the claim that he is turning into something terrible. Zoro, on the other hand, reflected on her knowledge of titles and how they usually represent what is in the content.

Interfering as a third party, we wondered whether the selection of this title was a mistake. The reason behind this question was to encourage students to question authority. The writer can make mistakes, and they are qualified enough to ask the poet through their argumentation skills and reasoning. Based on this idea, Willow elaborated more on this question, building on her friend's argument.

Still with the reading stage, students were then trained to ask Divergent and Evaluative questions; within their argumentation process, Students were encouraged to ask questions like I'm wondering why? suppose that…, If…then, etc. These questions would help them compare, contrast, relate to, distinguish, assess, determine, discriminate, or prioritize the ideas from the text and their peers' perspectives. These student-generated questions, a metacognitive strategy, would enrich the dialogic argumentation in the classroom, helping students to reason and improve critical thinking while arguing; this led to opening the floor for deeper and more interesting perspectives that led the discussion to broader horizons. The table below shows some examples of these questions extracted from different sessions during the semester:

Gojo: I was wondering how Willow's idea can relate to our society, to our world because when she that Muslims are not like Western societies, so don't you think that we have the same issue here in our society?

…

Willow: I do believe that failure leads to success but not in the way that she organized them, “In surrender, I begin” I find that this supports my claim, she said “In surrender.” She didn't say after surrender, because I think that after we fail, I believe that we can find ourselves again, but she said in surrender, I begin. And also, “When it shines, I find a different kind of light” So what light is that?

…

Hannah: I have a question, Supposedly Louisa didn’t sacrifice anything, was she going to undergo the same journey?

…

Kilwa: I want to ask Rose, do you think that Will would give a chance to a girl like Louisa if he wasn’t paralyzed

…

Kilwa: I was wondering why Gojo is still defending the brain even though he said that emotions resonate more

…

Paris: I was wondering how we can relate Rose's idea with Kilwa's idea.

…

Kilwa: Mrs. I was wondering why you are looking for evidence for both of them when the problem is in Daisy herself not in one of them. The problem is in Daisy.

Gojo: Are we indirectly analyzing her personality?

…

Sarrah: Okay, I am wondering just because they have such kind of principles so we do not judge them or do not say anything against them?

…

Farrah: don't you think that there are some Universal principles that we are obliged to follow even though they are not fair?

…
Emma: Do you think If Will wasn't paralyzed, he would even look at Louiza?
…
Sandy: If you were Jane Eyre, would give a second chance?

Table 4.3.4.5: Examples of Asking Different Types of Questions

As the table above implies, students asked multiple divergent and evaluative questions; these questions ranged from questioning the facts presented in different perspectives in the text, in their peers' opinions, and also to the teacher. These kinds of questions made the conversation very rich, triggering students' gray cells, where they had to think through each other's ideas and the themes presented in the literary works, relating them to their own experiences, prior knowledge, and previous arguments. The questions not only enriched the reading and discussion phase, but they also reflected on the previous phase, the pre-reading phase, where they used it as prior knowledge and warrants to support their argumentation

Gojo: I was wondering how can we relate this topic to the other theme of sacrifice and duty. does caring about your friends is a duty or sacrifice
Kilwa: as we said last time duties and sacrifice are related to each other, when you have a friendship and you practice your duties towards this friendship, sometimes you need to sacrifice.
…
Gojo: I was wondering how we can relate Rose's idea with Kilwa's idea. Rose didn't like the movie. She didn't like those types of women at that time and Kilwa has mentioned that last year we tackled the Jazz Age. I'm sorry if I'm not mistaken. And if I recall last year, we have seen two types of women flappers: those who wear makeup and short dresses and so on. So, this describes the women within that movie's meaning. As Emma has said she supports women, but not those kinds of women and I as a man do support men, but not those kinds of men. And also talking about the Jazz Age within the Jazz Age because Rose got mad because within the Jazz age they had nothing but partying.

Table 4.3.4.6: More Examples of Student Questions During Reading and Discussion Phase

As the example in the first part of the table, the student used the question "I was wondering" to relate the current session topic with the previous themes discussed in the last session. The student, Kilwa, used this divergent question to remind the student of the previous conversation and provide her argument. At the same time, prior knowledge was successfully related to the argumentation provided in the current session. The second example in the table shows that the student asked the question to relate his peers' ideas to each other while relating that to what he already knows from last year's sessions, in addition to his prior knowledge about the Jazz Age; this shows how relating metacognitive strategies and being aware of your learning to your argumentation boosts the quality of your interaction and argumentation Within discussions.

Other metacognitive strategies can be added to the process of enhancing students' questioning and the quality of their argumentation; among these strategies used in this program is interviewing each other. When we discovered the chapter on 'fear' in the book *"Think Like A Monk"* by Jay Shetty, students were asked to interview each other to discover

and reach the root of their fears and how they overcame them. A sample conversation is provided in the table below.

Rose: What's your biggest fear Kilwa?
Kilwa: So, I think that until 2022 it is the time that I discovered my real fear. It's when my mother was ill and I understood that my big fear is losing one of my family members; what about you Rose?
Rose: I am a fearful person. I have a lot of fears in my life. One of my biggest fears is losing my parents. Also, encountering with people honestly speaking. I am an introvert; I dislike dealing with people because I just think a lot about their intentions. And also, I have the fear of the unknown
Kilwa: Do you think that one day you can fight this fear and do something out of the box?
Rose: Well, honestly speaking based on what I have read in the book. One of the most important things is that knowing your fear and accepting it. So, in some situations, I think that I was able to overcome it to turn it into something positive but in some situations, I don't think that I am able to do so, so it depends to the situation.
Kilwa: fear is a coin with two faces in which you can benefit from it and you can trouble because of it.As you said, you said that your fear from getting bad marks led you to work hard and here you used your fear in a good way.
Rose: How did you try to deal with your fear of losing your beloved parents?
Kilwa: I do believe that acceptance of fear, as a natural emotion is something good, but when it comes to this thing, I cannot accept it. I know that it will happen one day but I cannot think about what after it.
Teacher: Mm, so you are kind of not dealing with this fear.
Kilwa: I try to stay away from it. Yes. I'm not attached to it at all. And I can I avoid thinking about this thing all the time because it affects my feelings whenever I think about it. I find myself in a bad situation. That's why I avoid thinking about it at all.
Teacher: avoiding thinking about this. Does it really help in not thinking about it?
…
Kilwa: What do you think? What's your biggest fear Gojo?
Gojo: being normal.
Emma: Can you go deeper?
Gojo: I'm just going to be an average, normal guy who works from 8 to 4pm. I want to do something that I love and get paid for it.
Emma: Could you tell me how you deal with it?
Gojo: It depends on the situation. For instance. If I'm facing a big trouble. Let me give the example of your family perhaps a member of your family is sick and he is really sick. So, you're going to be afraid that they will die, in this situation. You're going to be fearful no matter what; no matter how strong you are
Kilwa: Do you think that you panic, freeze, or runaway when you're afraid?
Gojo: I don't run from Fear, Sometimes I freeze in front thing I fear but I have a principle in my mind in which it says to me that do not run something that you fear.
Rose: in one of the passages that I really like in the chapter when the author was like speaking about a lawyer who wanted to shift and to change her career and to do something new just put yourself on that position, would you just put all your assets and everything behind your back and start something new?
Gojo: As I have clarified before I have said that I fear from not achieving. I can relate this to your idea and to your question just saying that yes, I do have that kind of fear this imagine that working for something working hardly for something it takes you energy. It takes you time. It takes everything in your pocket you do that for that thing and just it will just disappear from you will leave it behind your back and start something new. in terms of Occupation and dream and goal. Okay, and in other things no, I don't care because I'm motivated and I can do it twice three times
Teacher: so you are afraid of Not achieving your goals and being a normal person. This is your fear to be normal what's wrong with being normal?

Table 4.3.4.7: Example of Students Interviewing Each Other

While developing the art of asking questions, students also get to be comfortable and more open around each other, creating awareness and understanding of one another. Our key

points in participating In dialogic argumentation, when student Kilwa asked her friend whether she did something about her fear, Rose not only provided an answer to her question but also related her answer to the Notions she had read in the book, which is one of the essential things in knowing your fear and accepting it, Kilwa built on her friends idea and added that fear is a coin with two faces and gave her friend a deeper understanding of how she was successful in overcoming her fear. In addition, when the students were questioning Gojo about his fear, they asked her questions that pushed Gojo to clarify, justify, and warrant his answers; in this way, we understand that students learned how to argue and strive to make each other for better argumentation.

Now, if we talk about the post-reading phase, students were trained to ask questions like what have I learned today? How can I use the information I learned today? What more questions do I have? What am I wondering about? What do I already know? What do I need to develop? These questions were guided through teacher questioning, KWL activity, 3.2.1 activity, and many other activities borrowed from metacognitive strategies. Through these questions, students became aware of what they had already learned, what they were learning, and what they would know. Furthermore, such questions led them to reflect on the discussions and arguments they had during sessions, which prompted their prior knowledge and awareness of what is happening in the classroom and how to use effective argumentation through these reflections. Examples of this appeared in different sessions during the program; some can be elaborated on in the table below:

Willow: I have never thought that reading a poem would be such an interesting thing to do, reading is fun, for the first time. You'd think it's hope but then it's different, I learned this by asking myself questions.
Teacher: By thinking aloud. Thank you
Gojo: why didn't we mention the book Me Before You or even the movie? Why did we only tackle the poem of Maya Anthony?
Willow: Miss, actually I didn't have this question, I already thought you were Paving the way into the movie
Emma: Actually, I haven't thought for a moment that the poem is going to be related to the movie.
lesson
…
Luffy: So simply I can say that what attracted me most about today's session is the quote, within and without and also its relation with to nick's personality and to everyone's personality as well.
Kilwa: What attracts me is how the quotes can be related to each character in the book as we said before. Nick was the one who said it and he was suffering; he was within and without and the same thing is that Daisy was in the same situation. To choose between two men.
Lana: Well, I share the same idea as my colleagues that the thing that attracts me most is of course the quote and the relation between the quotes and the movie plus how we were trying to analyze Daisy's character and how it was complicated to understand
…
Kilwa: So, following the KWL. What I know is that fear is natural emotion in every body and it is something normal to feel afraid. I was wondering to what extent our religion is based on logic. And the third one is what I learned. I learned the way of comparing between a literally work and the Holy Quran or another book.
Rose: So, let's start with what I know; fear is a natural feeling that all people go through and what I know as well is that it can be positive and negative at the same time because I know it based on my experience. what I'm wondering about or I'm thinking about is that how people were able to overcome their fear in many situations and especially the examples given in the book. what I want to learn is the tasks given by Jay. I want to apply them. I want to learn how to apply them when I'm not able to overcome my fear.
Salma: How fear makes us put boundaries to ourselves? and what i know for sure is that Islam is the solution

to everything.
…
Gojo: the ability to argument, we should also try to use more the strategies you have given us; hold your claim for the end and start with the warrant and evidence.
Emma: actually, I was thinking about it and I should try to train myself to use the strategies that you gave us and one more thing. I want to improve is the ability to explain more clearly
Kilwa: Like I believe that we I personally have the ideas, but I cannot explain them. As Emma said, I need language.
Ely: I think I have I have a problem with writing the journal
Rose: So what I can say that of course, I developed many things from the beginning acting out. Maybe I was like shine in the beginning. To express and to stay and then now I can speak I can tell you everything I can think even out loud and I guess that isn't the way of the writing in a journal it developed a good time and this is something good for me.
…
Farrah: I would think twice before convincing someone about something.
Emma: Not judging people from the first impression
Kilwa: Asking questions is the best way to discover the truth
Teacher: Excellent open questions. Yes.
Rose: you can really change your idea about something. A total idea you have a different image and then you will just change it into another just by discussing it just by listening carefully to the opinions of others and I guess that this is a good way to be used in our lives in general not only in these classes. So, we have to listen carefully and try to understand the opinions and to see life from different angles.
Gojo: I've learned something. I always hear people say that I can know a person by his first impression meaning the first impression matters. But if you put yourself in someone's shoes, you understand a lot of things you will understand his situation or what he's going through and so on. I do believe that the first impression is not always correct. It can be Shady it can be false as well. So
Kilwa: I used to say I read faces.
Gojo: Exactly, the first impression is not who a person is at all. So, you have to not judge the book by its cover, you have to put yourself in the situation, It is the best thing to do, to use personhood and ask divergent questions. I was wondering if I was in his place… if I did this, I'm I going to affect others, and so on. So, yeah, through our sessions, I don't believe in the context of the first impression anymore.

Table 4.3.4.8: Examples of Students' Questions in the Post-reading Phase

By asking reflective questions at the end of every lesson, students started to wonder about the objectives of the lesson, like the first example with *"Me Before You,"* when students wondered if the poem that we discussed before the book relates to it, by these students are making more relations and are more aware of their learning. In addition, such questions made the students more interested in the literary work; even though they hadn't admired "*The Great Gatsby,"* at the beginning, the relation between the quote of F Scott Fitzgerald that they saw together and the characters in the book fascinated them, through making these connections, students became aware of the universal themes and how they relate to them. Moreover, asking questions at the end of every lesson led the students to reflect on their learning, what they needed to develop, and how to make their argument more compelling. Furthermore, students went beyond the classroom setting to reflecting the discussions of the literary work and each other's arguments and what they have learned through these dialogues on their personal lives, leading to more personal development and self-awareness, which day later had been informed to be called 'argue to learn' as a strategy from dialogic literary argumentation.

Students fostered their argumentation skills by asking questions in different phases through the reading, pre-reading, during reading, and post-reading questions, in addition to activating prior knowledge and thinking aloud. They moved from learning to arguing to arguing to learn. Following the previous strategies, students learned how to listen to each other effectively and build on each other's ideas, which led to changing positions after discussions.

4.3.4.2. Building on Each Other's Ideas and Changing Positions

At the beginning of the program, students were encouraged to listen to each other carefully, ask questions, and use effective argumentation, which is not enough if you do not consider the other in dialogues. In discussing a poem, students were asked to ask questions about it, as mentioned in the previous part, and then they answered these questions using warrants. Afterward, students were asked to gather the warrants and come up with one strong argument; the table below shows how students made this attempt

Gojo: All right, so beginning with my warrant it was the writer cannot find an escape from the darkness, this was my warrant, the second one was of Kilwa, It was writers choose their titles to attract the reader. Thirdly, one of Rose's people goes through ups and downs, so they have to find a twinkle in their soul. Fourthly, was of Emma. Says that the writer is trying to find herself through tough times. And the fifth one was of Willow. She said that the writer is turning into a devil because of the things that she went through. **Teacher:** Okay, right. Because when we go through something bad. We turn into maybe we change. … **Gojo:** So, do you all remember my warrant? I said that the writer cannot find an escape from the dark and she's in I was wondering how Willow's idea can Mm-hmm. support my warrant because she has said that when someone is going through tough times, he's going to turn into a devil. So, I was wondering if she's going to turn into a devil because she didn't find an escape from the darkness. So, I was wondering how Willow's idea can support my warrant. **Teacher:** Excellent, and you can join another warrant with that. **Gojo:** Right, of Emma. **Teacher:** excellent people, when they go through tough times they change and they will try to find themselves. Excellent. Now, let's go to the third warrant, Rose's warrant, what did she say? **Gojo:** Exactly, when people go through ups and downs, they will try to find a twinkle in their souls. **Teacher:** Excellent, what kind of Twinkle are we talking about here? **Everyone:** Hope **Gojo:** This leaves us with the last one of Kilwa when she said that the choice of the whole title. **Teacher:** That's like that's the cherry on top of the cake. Oh my God, you're doing a great job. Excellent. You have five warrants. Connect them.

Table 4.3.4.9: Example of Students Gathering Each Other's Warrants

While gathering each other's warrants, students realize that they need to listen to each other to fulfill the task appropriately and that the discussion highly depends on building on each other's perspectives. This connective activity aims to raise students' awareness that while my arguments are valid, my colleagues' perspectives are an expansion of it or more vital evidence supporting it; as stated in the table above, Gojo used the questions strategies that he learned previously to help him relate ideas. After Gathering the warrants, students started to connect them and provide one entire, strong argument; some of the answers are as follows

Willow: Okay. So, the first warrant of Rose is that people generally go through ups and downs and they have to find the sparkle in their souls, but Supporting it with the words of Gojo, she cannot find this sparkle or the escape from this Darkness. Then we go to my words so she couldn't find the Sparkle and the escape from this Darkness. She kept thinking and overthinking in this Darkness with the Shadows that led her to find herself. Well, as Emma said she found herself, but in a negative way the worst version of herself, not the best version of herself and we can sum it up with why she chose such a title to attract the readers' attention, i don't know what but I can see through this poem a character from The Amazing Spider-Man 2. The Green Goblin, character turned into a villain after his friend refused to help him. So he was thinking in the darkness. He was having a hard time and that's what led him to think negatively and become a new version of himself, but it was a bad version, not a good one, what do you think about this Rose?
Rose: Yes, well honestly speaking. I love the way you connected the information.
Kilwa: Yes. After collecting all warrants. I tried to create a warrant that talks about them all, generally, people move from Darkness to Hope by the end of this way, they discover themselves. And this is what the author wants to show the readers through her title.
Teacher: Excellent. Good job. Nice. I like it. And it's a warrant that's supported five warrants. Excellent. Yeah.
Gojo: All right, starting with the title, the poet chose the title to capture the interest of the reader. she Emma here Your mind. All right, okay. so firstly Maya cannot find an escape from the darkness, even though she's trying to find a shiny Sparkle within the darkness, she's also trying to find herself through tough times, perhaps that is going to prevent her from turning evil. This is gathering all the warrants. Now I see a true human being, a person who goes through a lot to find himself again. After suffering, via resembling a true human being There are ups and downs that every human being could or has to go through.
Emma: Um, well I'm going to start with my warrant when we go through hardship and tough times, of course we end up in darkness as this is a Gojo's warrant. Then we're going to look for a sparkle and twinkle, I think that's why the writer chose such kind of an ambiguous title.
Teacher: Interesting. So, the title itself reflects the ups and downs that a person goes through in his life or her life.

Table 4.3.4.10: Using Student Questions to Connect Arguments

If you remember, in the beginning, when we started to discover student questioning, we said that students hustled directly to analyzing the poem, not knowing how to prepare for the reading, what kind of questions they should ask, what kind of Reflections they should have, and how to listen to each other, this led to very biased and unsupported claims about the essence and the analysis of the poem. However, after being guided through the previous strategies, they analyzed the poem by gathering each other's warrants. Literature, in this case, was not treated as an end in itself but as a means for students to develop a mutual and collaborative understanding of their learning, the text, and the objectives of the classroom; this automatically resulted in analyzing literature abductively; in this understanding of themselves and others and the world in which they live, students make more complex inferences and predictions by observing and taking things from their previous knowledge and their peers' perspectives and bringing them to reality, which is again another dialogic literary argumentation strategy, where learning should be acquired abductively as opposed to deductively or inductively, of the course students are aware of this, and they know all this terminology.

In discussing whether the character Louisa in the book *"Me Before You"* by JoJo Moyes Had to stay home and help her family is considered a Duty or sacrifice, students

successfully built on each other's ideas to reach a consensus when it comes to this matter, a sample is provided below.

Kilwa: so when you ask about the relation between sacrifice and duty I can say that in duty you can sacrifice while practicing your duty. It is according to the situation. Sometimes you need to sacrifice something to reach your duty sometimes not for example in the case of Louisa. She was sacrificing her own rights and limiting herself.
Gojo: the concept of sacrifice differs from one society to another if you want to take the example of the Islamic society and the Western Society, it differs.
Teacher: so, you all actually support the notion that Emma said it depends on the people. It depends on the person people in Gaza see things differently from what we see right now and people in Western communities are different from Islamic communities. How can you follow up Rose?
Rose: I still see it as a duty, not a sacrifice because generally people when they sacrifice have another choice Based on Louisa, she didn't have another Choice. She didn't have money.
Hannah: I have something related to Gojo's argument. He said that sometimes, sacrifice is due to duty. If we consider helping the parents a duty, the duty obliged her to sacrifice her studies. So it's both duty and sacrifice.
Teacher: Okay, this is good Rose said it's somewhere in between. Willow said it's both, so what can we do with this?
Farrah: Miss honestly speaking. Yes, I highly agree with it. It is both duty and sacrifice. We cannot separate between them
Gojo: I have a point that will make my and your argument rigid, when we sacrifice for the things or the people that we love, this is a duty and this is an obligation, meaning they are somehow related.
Teacher: Okay, so we say that they are interrelated and I'm going to give you a new word.
Kilwa: I think that they are interrelated because we are obliged to do our duties while doing so, we are obliged to sacrifice sometimes and this is the case of Louisa
Emma: Um, yeah, as I said earlier, it depends on the person, but they are linked.
Teacher: Consensus ladies and gentlemen, they are. Inextricably linked we reached a consensus. Good job everyone. I'm so proud of you. You already know graphic organizers, use them to reflect, on your first opinion about this idea duty, or sacrifice, and then your opinion after the conversation and talk about it in your journal.

Table 4.3.4.11: Example of Students Building on Each Other's Ideas

When starting the conversation, students gave various arguments supporting whether Louisa's situation is duty or sacrifice; however, Kilwa and Emma pointed out the differences between people. Gojo gave the example of people in Gaza and how they are sacrificing for their country. However, it's still a duty; through these mixed opinions, students built on each other's ideas to reach the consensus that sacrifice and duty are interrelated and that these Concepts differ from one situation to another and from one social context to another. The teacher then guided students to use the previous strategy that they already knew, graphic organizers, to relate their earlier opinions to their new opinions because they all changed their positions; this leads us to the next idea in this part, which is changing positions due to involvement in discussions.

Since the loyalty is no longer to their claim, students had been trained to hold their claim and search for a piece of evidence and a warrant first before deciding on their claim, also listen to the other to make sure their claim is strong enough, thinking about how the other perceives their position is metacognitive in itself. Their initial positions are valid until the discussion decides otherwise; arguments abductively lead students to anticipate a possible change in their opinion through the debate, being more aware of the other and valuing the

arguments presented within the dialogue. The change in students' positions occurred several times during the program; we will mention an example from the discussion of *"Jane Eyre"* by Charlotte Bronte session.

In the session mentioned above, the discussion starts with asking students whether Sir Edward Rochester from "*Jane Eyre*" reminded them of Will Trayner from *"Me Before You*" or Mr. Darcy from "*Pride and Prejudice."* After further discussion, students, according to their opinions, were divided into two teams; each team provided evidence for why they chose Will's trainer or Mr. Darcy as closer to Sir Edward Rochester. We will call Team 1 Team Will, and Team 2 Team Darcy; the table below shows their initial arguments:

Team Will's Arguments	**Team Darcy's Arguments**
Kilwa: Okay, so I do believe that Mr. Edward was closer in character to Will than Darcy because I do believe that both of them needed help. Both of them have secrets and past troubles. For Will were physical troubles on the other hand for Edward? Like he was the trouble was hiding his wife from the others. The third argument is that both of them were wealthy and financially independent. The fourth one, they both have changed after their instruction with female and they changed their Vision to life. That's it. **Rose:** So, I highly support what Kilwa has said and I have other arguments. What I can say is that we feel like Mr. Rochester is really near in terms of personality to Will why because in the beginning, they were arrogant. However, they were able to change their personality with time. However, when it comes to Mr. Darcy, it was like having a static personality from the very beginning he didn't change a lot. … **Kilwa:** there's something else Darcy was not having trouble. We did not give him any excuse because he was harsh and arrogant, but when it came to Will and Edward, both of them were having hidden problems. That made them act as such … **Rose:** Will and Rochester both needed help in the beginning and they didn't accept it. That's why we are just focusing on this. However, Mr. Darcy didn't need her help or anything. I don't think that he had problems at all. **Kilwa:** another argument. Both Will and Edward fell in love with the girls because they were looking at them like they were angels but when it comes to Darcy, he loved her because of her strong personality.	**Emma:** Edward and Mr. Darcy are similar because they have both a certain arrogance and a certain character. Okay, and then they both changed because of a woman because of the effect of a woman. Okay, in addition, they ended up changing and marrying the women in their stories. Okay, which is different for Will. **Gojo:** Edward and Mr. Darcy both appear as aloof, proud, and arrogant, but throughout the story, they both change themselves for women, women affect them, and they have changed their personality principles and even their way of dealing with those women … **Emma:** If Will wasn't paralyzed, he wouldn't even look at Louiza

Table 4.3.4.12: Apposing Arguments Teams Activity

Through making this connection, students had to remember their arguments and discussions about the two previous works in the program, *"Pride and Prejudice*" and "*Me*

Before You," In this case, they reflected on the latest knowledge, used what they knew about the current discussed work of "*Jane Eyre*," and reflected on each other's ideas to support their points of view, as we note in the table, student Emma used questioning strategy to wonder about the different possibilities of this situation. Still, again, the loyalty is to the discussion, and through the debate on both teams, they considered and listened to each other; as we cannot record the whole conversation since it's a little bit lengthy, we will share the moment where students reached consensus and ended up changing their opinions about the entire matter.

Teacher: Excellent. Good, good, now Rochester like Will Trainer or like Mr. Darcy.
Rose: I was about to say that he is totally different from both of them
Emma: Yes, I was going to say he isn't like any of them
Rose: Because the two others Will and Darcy were honest enough. They told the truth and they were honest, if you remember when Darcy met Elizabeth and said to her, I wish you to end my Agony so he was able to tell the truth about his feelings, his suffering, and all of these things. So, I guess that's different from Rochester
Teacher: Exactly, and Will also told the truth to Louisa. I can't live like this. I want to do many things with you, you will pity me. You won't be happy with me. I will restrict you because I won't give you what you want. So, he was honest with her
Rose: We haven't seen Will betraying Louisa in terms of telling the truth from the very beginning. He was harsh with her, and then he changed his way of speaking with her. Same for Darcy when they went to that place, he told her that I could not continue with my life. He could have lied, but he didn't. This is unconditional love even if you know that you will say something that may Hurt a little; but at least you have to let them know the reality.
Gojo: And if they reject it, it's their thing
Teacher: Excellent. So, both Darcy and Will were truthful. However, Rochester was deceitful.
Teacher: When I asked this question earlier, why you haven't said neither?
Gojo: I mean, we just made our interpretation now because of analyzing all the circumstances, and characteristics. So now we can say that it's neither
Teacher: Yes, good. Do you all agree?
Emma: Yeah, totally. Yeah.
Rose; Kilwa: Yes, totally.

Table 4.3.4.13: Example of Students Changing their Positions After Discussion

After a lengthy discussion, the table above illustrates students' remarkable change in perspectives after they discussed this issue through teacher guidance; as mentioned above, students were divided into two teams regarding whether Sir Edward Rochester is closer in character to wheel trainer or Mr. Darcy, however, at the end they all agreed that he doesn't Assemble either of them, he is different, supporting their arguments with the fact that Darcy and will be both truthful and straightforward. At the same time, Sir Rochester was deceitful and didn't deserve Jane's loyalty. The teacher's final comment on why they hadn't considered this option from the get-go, their reflections, which were provided in a previous part of this piece, they agreed that discussions and analyzing circumstances within a group without making biased first impressions are fundamental Elements of Effective argumentation.
Activities like the one mentioned above, where students draw connections between previously discussed literary works and other contexts, are crucial. They serve as a barometer of students' argumentation and their awareness of learning. The ability to make connections

through reading, discussion, and prior knowledge is a key aspect that we will delve into in the next part, underscoring its significance in the learning process.

4.3.4.3. Activities to Make Connections Through Reading and Discussions

To Foster students' awareness of their learning even more, they need to advance in the syllabus and retain what they have already learned at the same time, if we want students to argue effectively, they have to know how to relate what they're learning to the same class discussion, their prior knowledge about the world, and to what they have already discussed in previous sessions. In this approach, we ensure students make these connections through specific questioning and activities that provide students' engagement regarding the relations described above. These activities ensure that they make connections and keep track of their argumentation throughout the program and what they have learned through this argumentation.

- **Making Connections within the same classroom**

As we mentioned earlier, effective argumentation in this approach highly depends on making relations to what the students are discussing in the same classroom; this notion was already explained in the part where we discussed building on each other's ideas, students while listening to each other and consider each other's perspectives, they build on opinions, in this case, they have to relate argumentation in the classroom to what they are discussing at the moment. For example, when we discussed the literary work "*Pride and Prejudice*," we wanted to investigate whether Pride is a fault or a virtue; through the discussion, we considered two types of Pride, Elizabeth Bennett's and Mr. Darcy's Pride. The first character we discussed was Elizabeth; the table below shows how the discussion started

Teacher: So, Pride a fault or virtue? Have you have you thought about this?
Lana: It can be a fault or a virtue. I can say that according to the movie, It was a kind of fault. why I have the evidence and the example of Darcy's aunt, she had such kind of Pride, by and large people who are from a highest social rank think that they are higher and they are the human beings and the others who are from the lower social class are not. So, this is why she went to Elizabeth and she like dehumanized her.
Teacher: But I have a question for you. I'm wondering whether the notion you have explained is pride or arrogance.
Lana: arrogance I guess it is the result of that Pride of the exaggeration. She was the pride of her rank because she was you can understand from her way of speaking that she was saying that we are not like you. We are wealthy.
Emma: pride is a feeling of satisfaction and self-respect that comes from achieving something great meaningful or something desirable maybe so for me it can be both it dependents on how it is expressed in the work. it can turn into arrogance. Like Mr. Darcy, we see how arrogant he was. Like at the at first before Elizabeth know him better and it can be a virtue when it is healthy since like self-respects kindness and intelligence. I think it can be both.
Teacher: I like the fact that you started with the definition of pride itself.
Emma: Gojo what do you think about this?
Gojo: So, I do see that pride is a constant presence in the characters and their attitudes. it can be both. for Darcy it was a virtue; Trying to hide his feeling towards Elizabeth just because his from higher class. But Pride here is affecting their judgment and is leading them to make rush mistakes or to make also dumb mistakes towards each other.
Kilwa: it can be both from my own vision and from the scenes that I saw in the movie it can be both. since we know how to activate or when we use Pride, we are going to tell that it is whether a fault or a virtue for

instance in the movie. We can notice that the pride of Elizabeth was a virtue because she was like showing her self-worth to the others through her Pride.

Table 4.3.4.14: Example of Making Connections Between Arguments in the Same Classroom Discussion

As we noticed in the table above, well, answering the question, is Pride a fault or virtue? Student Lana provided an answer without reflecting on her prior knowledge of what Pride is, and she ended up explaining arrogance instead, reflecting on her friend's idea. Student Emma started with the definition of the word Pride itself before providing her opinion; the teacher validated this with positive feedback because she applied the pre-reading phase before uttering her argument. Student Gojo proceeded accordingly, reflecting on the characters in the work, and student Kilwa explicitly answered the question by directly providing the argument of Elizabeth's Pride as a virtue. After this introduction, students went back and forth in their argumentation on whether Elizabeth's Pride was a virtue or a fault; there were some agreements and some disagreements; after a lengthy discussion, students finally reached a consensus when it comes to this question, the table below illustrates the moment

Teacher: Like Elizabeth was proud in a way, right? She was proud. Do you judge her for being proud? **Rose:** No, not at all. Why because she didn't hurt anyone with her Pride. She was justified. I just see it as self-respects, self-confidence. She was much more confident despite of her social status despite of the the others like seeing her inferior, but because of her Pride, she was still confident she was still able to speak and she was intelligent. **Farrah:** Yeah, she has a self-respect and she's really confident despite the comments she received; A strong character. **Kilwa:** I do believe that we cannot judge her but side with her because she was showing her self-worth to the others and protecting herself from the others; it is an era in which you need to protect yourself or they will eat you. **Luffy:** Okay, seeing things from my angle, she was just being confident and I was wondering how can I support this idea with what Kilwa have said, she had to do that because of that era if you didn't do so, I mean the poor at that time weren't considered as Real human

Table 4.3.4.15: An Example of reaching Consensus

So when students were guided through this discussion by using personhood and understanding what it means to be human together within a society, which we will explain later, they concluded that even though Elizabeth was proud, she gained Mr. Darcy's love because her Pride was meaningful, with evidence from the movie they have watched they conceptualized her Pride as confidence, self-respect, self-worth, and strong character, so it is a virtue. Mr. Darcy's Pride, on the other hand, was conceptualized differently by the students. The table below shows their position.

Teacher: Okay, so, how can we conceptualize his pride? What is his pride? Because the kind of Pride you said about Elizabeth is that it is confidence. It is self-respect. It is self-worth it is because of her strong character. what type of pride is Darcy's? **Rose:** It has to do with the Arrogance, I guess.

Emma: His position and status
Kilwa: his status obliged him to be proud. he's been raised this way. So this is why he's proud so we can say he inherited his Pride
Gojo: superiority. And do you think that Darcy have done so or have showed his pride in order to protect his status or just because he was arrogant
Sandy: I guess both of them
Gojo: for instance, which one is higher than the other
Rose: arrogance is higher
Kilwa: I do believe if his pride is the result of his arrogance, he will not change his mind and try to correct his mistake.
Rose: Oh, wow, I guess that Kilwa gave me something positive.
Teacher: Okay, so if he's really arrogant he wouldn't correct himself or fix his mistake.
Rose: because he wasn't able to continue his life. He said that I'm living in an Agony. So. He wasn't able to continue. That's why.
Teacher: he failed through his pride, so he's Pride. was…
Sandy: It is a fault.
Rose: A fault yes
Kilwa: he was **within and without** fighting his ideas to know what to do.
Teacher: Thank you so much for using within and without; so proud of you

Table 4.3.4.16: The Conceptualization of Mr. Darcy's Pride

The table above shows the students' position towards the conceptualization of Darcy's Pride; they all agreed that his Pride was inherited because of his status, it was a kind of arrogance, and his superiority made him like this: student rose, on the other hand, talked about his agony, she pointed out that he was sad and tired of this fact he was in a vast conflict because of his Pride and he was ready to relinquish that Pride because he was not happy, so his Pride led him to be miserable, so automatically they agreed it was a fault. In illustrating this idea more, student Kilwa gave an example of him fighting his ideas to know what to do and related it to a previous discussion of the book "*The Great Gatsby*" where we discussed the quote by F Scott Fitzgerald when he said: "I was within, and without" in that session, we explained what it means within and without and she used it successfully to reflect on the current discussion of Pride and Prejudice. As a result, the teacher gave her positive feedback and thanked her for using this reference; she successfully activated her prior knowledge to support an argument. Now, as to how students related Elizabeth's Pride and Darcy's Pride, they implied the following

Rose: I shall add that she didn't accept his proposal. So, this is a big evidence that despite everything despite of her feelings and everything because she has such kind of a pride. She didn't accept
Teacher: Despite the fact that he was very wealthy. Yes.
Rose: Yes, exactly. So here I guess that this is one of the good examples that supports her Pride is a virtue
Kilwa: since we said Darcy's Pride was a fault is according to the results that he was facing like he was not happy. We can also depend on the results. We can say that Elizabeth's pride is a virtue because like she reaches the happiness or she gained love with that
…
Teacher: So to sum up Pride a fault or a virtue?
Emma: It can be both
Zoro: both

Rose: Yes, both **Teacher:** Elaborate more **Rose:** Depend on the situation, of course as I have said in the beginning, we can say that pride pushes you towards achieving and succeeding. However, when you are hurting yourself or hurting the people around you it is a fault; when we hear the words of the pride. It is already a positive word. So, it leads to something good. **Zoro:** It can be both because generally a well-directed and meaningful Pride will be automatically a virtue and it will be a fault if it is bad directed and meaningless … **Teacher:** Okay, I'm glad. Alright, so to sum up and you tell me if you don't agree, to sum up pride is a virtue if it is originated from something good like confidence and self-respect and It is a fault if it is originated in something bad like arrogance and superiority. **They all agreed.** **Gojo:** We are finally come to the conclusion **Teacher:** yes, a consensus. I'm very proud of you all of you. Good job.

Table 4.3.4.17: An Example of Making Connection Through Argumentation

The table above shows how students reached a consensus regarding Elizabeth and Darcy's Pride, where students Rose and Kilwa Used the evidence for Elizabeth's Pride to support their claim about Darcy. While Elizabeth's Pride led her to be happy and to gain love, his pride caused him sadness and agony. Through the discussion of Darcy's and Elizabeth's Pride, students gained more insight on the first asked question in this discussion, whether pride is a fault or virtue, where they concluded that it can be both depending on the situation; after being guided on how to conceptualize ideas, which we will explain later, students agreed that if it is originated in something good than it is a virtue and if it is originated in something terrible it is a fault, with this constant students through argumentation learned something new. The tables above also show continuous feedback from the teacher on every little detail, especially the use of metacognition and dialogic literary argumentation strategies by the students; consistency in providing feedback is critical in this approach.

- **Making Connections with Prior Knowledge about the world**

Students also have to relate what they are learning to their prior knowledge about the world; this increases awareness and gives more value to the Works they are discussing, which will increase interest in the literary work and strengthen their knowledge, especially regarding humanity and social themes. Students should be directed to have a deeper understanding of themselves and the world around them, creating empathy, otherness, and more appreciation of their values and other people's. In this approach, activities must target these objectives. One example used in this program is relating the discussion of the chapter "Fear" in Jay Shetty's book *"Think Like a Monk"* to the already established rules in "*The Holy Quran*." The session entailed a detailed discussion of the fear chapter ideas; by adding each idea from the book and presenting examples, the students relate these Concepts to similar ideas from the Quran and Hadith. The following activity was presented in a table to help students join the ideas and provide concise arguments and evidence to support them. There were many Concepts discussed; we will show an example in the table below

The Notion In *"Think Like A*	**The Shared Notion**	**Relativity to *"The Holy Quran"***

Monk"		**using Evidence/ Warrant**
"Most of the time what we feel is anxiety related to Everyday concerns about money, jobs, and relationships" (Shetty, 2020, p. 47)	Patience	﴿وَلَنَبْلُوَنَّكُم بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنفُسِ وَالثَّمَرَاتِ ۗ وَبَشِّرِ الصَّابِرِينَ﴾ [البقرة: 155] "And We will surely test you with something of fear and hunger and a loss of wealth and lives and fruits, but give good tidings to the patient و"
"The longer we hold on to fears, the more they ferment until eventually they become toxic" (Shetty, 2020, p. 47).	The Inconsistancy of Life's Pleasures	زُيِّنَ لِلنَّاسِ حُبُّ ٱلشَّهَوَٰتِ مِنَ ٱلنِّسَآءِ وَٱلْبَنِينَ وَٱلْقَنَٰطِيرِ ٱلْمُقَنطَرَةِ مِنَ ٱلذَّهَبِ وَٱلْفِضَّةِ وَٱلْخَيْلِ ٱلْمُسَوَّمَةِ وَٱلْأَنْعَٰمِ وَٱلْحَرْثِ ۗ ذَٰلِكَ مَتَٰعُ ٱلْحَيَوٰةِ ٱلدُّنْيَا ۖ وَٱللَّهُ عِندَهُۥ حُسْنُ ٱلْمَـَٔابِ ﴾ [آل عمران: 14] "Beautified for men is the love of things they covet; women, children, much of gold and silver (wealth), branded beautiful horses, cattle and well-tilled land. This is the pleasure of the present world's life; but Allah has the excellent return"
" If we learn how to recognize What Fear Can Teach us about ourselves and what we value, then we can use it as a tool to obtain greater meaning, purpose, and fulfillment in our lives"(Shetty, 2020, p. 49).	Fear is Concored by Patience and Ptience is Rewarded in Islam	﴿إِنِّي جَزَيْتُهُمُ ٱلْيَوْمَ بِمَا صَبَرُوٓا۟ أَنَّهُمْ هُمُ ٱلْفَآئِزُونَ ﴾ [المؤمنون: 111] "Verily! I have rewarded them this Day for their patience, they are indeed the ones that are successful."
"When your brain shouts fear! your body can't differentiate between whether the threat is real or imagined you should become better able to differentiate between what's actually worth being afraid of and	Since life's pleasures are inconsistent, they are not worth being a source of fear. The true wealth is in God's hands and relying on him.	﴿ مَا أُرِيدُ مِنْهُم مِّن رِّزْقٍ وَمَا أُرِيدُ أَن يُطْعِمُونِ﴾ [الذاريات: 57] I seek not any provision from them (i.e. provision for themselves or for My creatures) nor do I ask that they should feed Me (i.e. feed

what's not" (Shetty, 2020, p. 51).		themselves or My creatures). ﴿ وَلَا تَقْتُلُوٓاْ أَوْلَٰدَكُمْ خَشْيَةَ إِمْلَٰقٍ نَّحْنُ نَرْزُقُهُمْ وَإِيَّاكُمْ إِنَّ قَتْلَهُمْ كَانَ خِطْـًٔا كَبِيرًا ﴾ [الإسراء: 31] And kill not your children for fear of poverty. We provide for them and for you. Surely, the killing of them is a great sin..
" What was they think of me? is this decision influenced by how others will perceive me?"(Shetty, 2020, p. 53).	Fear of people's judgment is deceitful and following the herd is not always wise.	لَا تَكُونُوا إِمَّعَةً، تَقُولُونَ: إِنْ أَحْسَنَ النَّاسُ، أَحْسَنَّا،وَإِنْ ظَلَمُوا، ظَلَمْنَا، وَلَكِنْ وَطِّنُوا أَنْفُسَكُمْ، إِنْحْسَنَ النَّاسُ أَنْ تُحْسِنُوا، وَإِنْ أَسَاءُوا فَلَا تَظْلِمُوا. " Do not let yourselves be wishy-washy [1], saying, 'If the people are good, then we will be good, but if they are unjust, then we will be unjust.' Rather, make up your our minds; if the people are good then you are also good, but if they are evil, then you do ".not behave unjustly
"When you panic, you start to anticipate outcomes that have not yet come to pass" (Shetty, 2020, pp. 57–58)	High belief in destiny and God's power prevents panic, relinquish your sorrows to him.	﴿ مَآ أَصَابَ مِن مُّصِيبَةٍ إِلَّا بِإِذْنِ ٱللَّهِۗ وَمَن يُؤْمِنۢ بِٱللَّهِ يَهْدِ قَلْبَهُۥۚ وَٱللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ ﴾ [التغابن: 11] "No calamity befalls, but with the Leave [i.e. decision and Qadar (Divine Preordainments)] of Allah, and whosoever believes in Allah, He guides his heart [to the true Faith with certainty, i.e. what has befallen him was already written for him by Allah from the Qadar (Divine Preordainments)], and Allah is the All-Knower of everything." Also the story of Prophet Moses mother
" Better to try seeing Our Lives as	Not knowing is also a blessing	*Learning from the mistakes of

a single, long, continuing story, not just disconnected pieces" (Shetty, 2020, pp. 60–61). " Open yourself to the idea that perhaps what happened during the challenging time was actually clearing the way for what you're now celebrating" (Shetty, 2020, p. 61).		others. فَاعْتَبِرُوا يَا أُولِي الْأَبْصَارِ﴾ So take warning, O [2 :الحشر] .people of vision يقول عمر بن الخطاب : "لو عرضت الأقدار على الإنسان لأختار القدر الذى أختاره الله له." Omar bin Al-Khattab says: "If fate were presented to a person, he would choose the fate that God chose for him."
" If we don't learn from the signal that alerts us to a problem, we'll end up learning from the results of the problem itself, which is far less desirable" (Shetty, 2020, p. 62).	Regret We choose whether we learn from the signals or not.	﴿ إِنَّ فِي ذَٰلِكَ لَآيَةً لِّمَنْ خَافَ عَذَابَ الْآخِرَةِ ۚ ذَٰلِكَ يَوْمٌ مَّجْمُوعٌ لَّهُ النَّاسُ وَذَٰلِكَ يَوْمٌ مَّشْهُودٌ﴾ [103 :هود] "Indeed in that (there) is a sure lesson for those who fear the torment of the Hereafter. That is a Day where on mankind will be gathered together, and that is a Day when all (the dwellers of the heavens and the earth) will be present.

Table 4.3.4.18: Making The Connection Between Notions in "*Think Like A Monk*" and "*The Holy Quran"*

The data in the table showcases a remarkable ability among the students to draw connections between the concepts discussed in "*Think Like a Monk*" by Jay Shetty and similar Notions in "*The Holy Quran*" and "*Hadith*." This analysis delves into how effectively the students made these connections and what this indicates about their comprehension and interpretive skills. They successfully connected the shared notions with examples in Jay Shetty's chapter by connecting with what they already know about their religion.

Students successfully identified that both sources address human anxieties, particularly about material and relational concerns. They linked Shetty's discussion on anxiety to the Quranic concept of patients in the face of Trials; this indicates an understanding of how both texts offer psychological and spiritual tools to manage stress. In addition, students connected Shetty's idea of fear becoming toxic with the chronic portrayal of worldly pleasures as inconsistent and ultimately unfulfilling; this demonstrates an ability to see beyond the surface and understand the more profound message about the transient nature of material Pursuits in both texts. Moreover, students accurately draw parallels between Shetty's concept of learning

from fear and the Islamic teaching that patients are rewarded; this shows their ability to integrate psychological concepts with spiritual principles, reflecting a nuanced understanding of both texts. Furthermore, students demonstrated a deep Connection by associating Shetty's advice on managing fear with the Islamic teaching of accepting destiny. this reflects their ability to synthesize concepts from modern psychological literature with traditional religious beliefs.

Also, students linked Shetty's view of life as a continuous narrative with Islamic teachings on fate and the wisdom of not knowing the future; this illustrates their ability to appreciate the broader philosophical perspectives in both texts. In the last part, students identify the importance of learning from early signals to avoid regret, correlating Shetty's insights with Quranic admonitions about learning from the consequences of one's actions; this shows their grasp of preventative wisdom and foresight emphasized in both texts.

This activity not only related students' knowledge to their previous beliefs and comprehension of their religion but also fostered their critical thinking and synthesis; this resulted in a deeper appreciation of their beliefs and an increased admiration for other cultures and the groups' way of thinking. Consequently, they are learning awareness by making connections, which is developing as they argue to learn. What is more, adding to their skills is their previous knowledge of the world, maintaining what they learned in the classroom and connecting it with what is still to be discussed in the program.

- **Making Connections with Previous Sessions**

Activities that strengthen the retention of previous knowledge are necessary to keep track of what they have already learned in the classroom and their current discussions. A sample of such activities is when students finish discussing the work "*Jane Eyre*" by Charlotte Bronte; a table was designed to discuss the shared characteristics between this work and the previously discussed work at the beginning of the program *"Pride and Prejudice*" by Jane Austen. In this table, the shared characteristics between the works were provided to the students: Beauty, forgiveness, accomplishments, freedom, wealth, and pride; using these shared notions, students ought to find evidence from what they discussed in both books to support the notion, and then provide the whole argument to conceptualize it. The table of the activity is presented below:

Argument For: *"Pride and Prejudice"*	**Shared Characteristics (Statements)**	**Argument for : *"Jane Eyre"***
1. Since Mr Darcy was attracted to Elizabeth because she was different from all the girls at that time, beauty is less important than personality. 2. The main idea represented in the book is that of finding a suitable husband and creating a	**Beauty** **Beauty is more important and more elaborate in Pride and Prejudice than in Jane Eyre**	Jane Eyre said: "Beauty is of little consequence, Sir."Beauty is not as important as giving the other care and attention.

family, the criteria for choosing a wife was that she should be beautiful and wealthy, if you're not beautiful you won't be chosen		
After Mr. Darcy gave an explanation letter to Elizabeth, she forgave him because he explained himself. The essence of her problem is having prejudgments about him, and then she forgives him.	**Forgiveness** **Jane Eyre represents forgiveness More Than Pride and Prejudice, we discussed this in our previous session when we said that Edward didn't deserve her forgiveness, but she forgave him anyway. When you forgive someone Without knowing the reasons, or after making a big mistake, that forgiveness is much stronger than a misunderstanding.**	1. When she learned the truth about his marriage, Jane Eyre escaped, but after a period she returned and that's forgiveness. the essence of her problem is that she was betrayed and she forgave him anyway. 2. Jane also forgave Mrs. Reed for all that she had done to her since her childhood hiding the fact that she had a lot of wealth and a wealthy uncle.
The most prominent accomplishment is to be married. According to Darcy's aunt Elizabeth was not an accomplished woman, just because she couldn't play the piano, draw, or have any other talents.	**Accomplishments** **In both books, accomplishment is related to wealth, beauty, marriage, and having certain talents.**	The most prominent accomplishment is to find peace, care, and personal growth. When the little girl Adele was going to start singing, Jane said that she was going to present her accomplishments. Accomplishments were represented as being able to draw, sing, play a musical instrument, etc.
In Pride and Prejudice women are just sitting at home waiting for an appropriate Bachelor to get married, freedom of women is restricted in this book, it represents the time of that era. When Elizabeth first rejected her cousin, her mother was Furious, representing her as a failure,	**Freedom** **Jane Eyre said: "nothing Freeborn should ever submit to anything, even a salary." while Edward said: "Anything Freeborn would submit for a**	The restrictions were shown in social rank, Jane's freedom was elaborated when she found a job that pays well. In the whole book, Jane is looking for freedom, looking out from the window and imagining the vast World lying ahead, while she is trapped inside those walls while she could fly

which shows how restricted her freedom was.	**salary."** **the notion of freedom is more represented in Jane Eyre. Even though freedom is always restricted by something, especially money. and this is the reality of our world today.**	and discover it, which is one of the reasons that led her to consider going to India with Mr. Jones. Despite defending Freedom, Jane Eyre couldn't travel to see her sick Aunt Mrs. Reed, just because she had little money, so she had to ask Mr. Rochester to give her that.
1. Wealth and power are the most prominent ideas represented in this book, to be wealthy determines your future, your marriage, and the way you are treated. 2. Since everything was related to wealth and fortune, the notion of love was really hard to find, Elizabeth was the lucky exception who married the guy that she loved and not merely for his money.	**Wealth and fortune** **The idea of wealth is more prominent in Pride and Prejudice than it is represented in Jane Eyre, even though money is essential for stability even in relationships, it is not everything.**	1. wealth was represented in the book in some instances but not very much. 2. Jane Eyre said to Edward Rochester: "If you cherish affection, sir, then Fortune alone cannot impede you." Money is of little importance compared to love and care.
Elizabeth was showing her Pride through her intelligence, her way of thinking, and her personality. Darcy also was showing his pride that we judged him before like it was a sense of superiority which led to prejudice towards each other	**Pride** **Going back to our previous discussion of the notion of pride, the highest level of pride is that originated in good, the good type of pride, being proud of yourself, your personality, your achievements, and your status**	When Mr. Rochester begs Jane to stay with him after she realizes he is married, she responds in two statements, the first one is that he was deceitful, and the second is when she said that she had to respect herself. Her Pride was based on principles.

Table 4.3.4.19: Discussing the Shared Themes Between "*Pride and Prejudice"* and "*Jane Eyre*"

Through their previous argumentation of "*Pride and Prejudice*" and the same session's argumentation of Jane Eyre's themes, students related with evidence between the shared Notions of the two works. First, when discussing beauty in Pride and Prejudice, they stated that it plays a significant role in social dynamics and marriage prospects. Students noted Mr. Darcy's attraction to Elizabeth for her unique qualities, emphasizing the period's superficial values; the concept is less valued in General. On the other hand, students highlighted Jane's statement, showing that inner qualities and moral character are more important in this work. Moreover, when considering forgiveness, Elizabeth's forgiveness of Mr. Darcy, after understanding his true nature, was linked by the students to the theme of

overcoming misunderstandings; however, forgiveness is generally portrayed as more profound and more challenging. Students discussed Jane's forgiveness of Mr. Rochester and Mrs. Reed, emphasizing the strength and significance of such acts in this work.

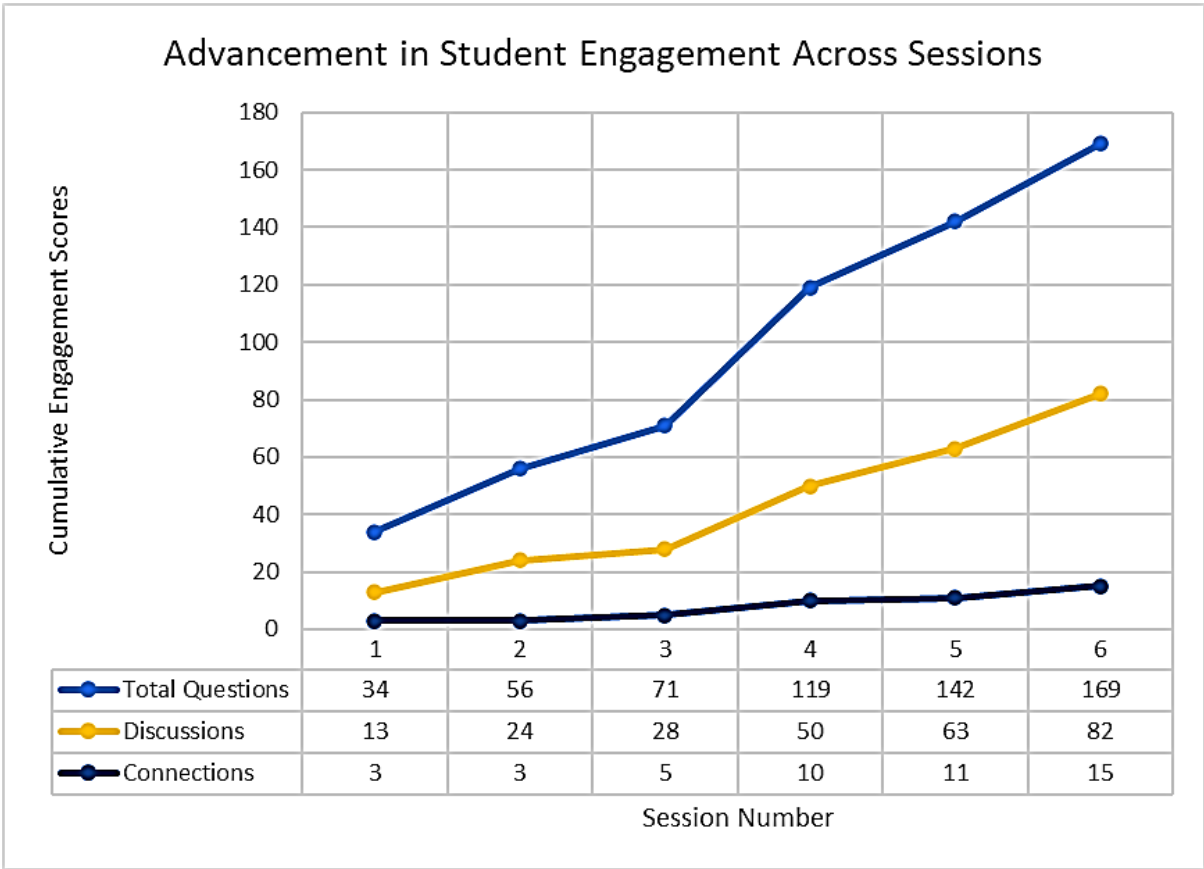
Furthermore, character accomplishments in "*Pride and Prejudice*" were highlighted as tied to wealth, beauty, and talents by the students, like playing the piano or drawing; students mentioned how Elizabeth was judged for not meeting these societal standards in a slightly different manner students noted James's achievements in gaining independence and inner peace, contrasting with the materialistic accomplishments in "*Pride and Prejudice."* as far as freedom is concerned, students pointed out that women's freedom is highly restricted in *"Pride and Prejudice,"* to the point that Elizabeth defiance in rejecting Mr. Collins was discussed as a reflection of the Limited autonomy women had. James' freedom, however, was tied to societal constraints and financial limitations; despite all this, the student noted her yearning for freedom and exploration. Leading from the letter argument, students stated that wealth is crucial for social standing and marriage in Pride and Prejudice. They discussed that Elizabeth's eventual marriage to Darcy, although based on love, also brought Financial Security. For Jane, wealth is less Central; she values love and moral integrity over financial status. Finally, as they already discussed the concept of Pride deeply in "*Pride and Prejudice*," they assert that it is a dual-edged sword, leading to Prejudice and misunderstandings; students supported this By Elizabeth's intellectual Pride and Darcy's social Pride and their journey to overcome these flaws. Controversy: Pride engineers are principled and self-respecting. Despite her love for him, Jane's decision to leave Mr. Rochester was seen by the students as a powerful assertion of her moral and personal Pride.

Through this analysis, we know that students effectively connected the ideas between *"Pride and Prejudice"* and "*Jane Eyre,"* demonstrating a comprehensive understanding of the shared characteristics and Reflections on argumentation within the classroom. They successfully use textual evidence to support their arguments, reflecting strong analytical skills and an ability to synthesize themes across different works. This activity reinforced their knowledge and enhanced their ability to draw insightful connections between literary texts through argumentation.

To quantify and analyze student engagement in classroom discussions over the semester, the transcripts for six selected sessions spreading from the beginning to the end of the program; the aim was to track the evolution of Engagement through specific elements, which are questions, discussions, and connections to prior knowledge and literary works. The data was processed and analyzed using Python; the scripts were developed to automate the detection of Engagement elements across the text, ensuring consistency and reproductivity through coding. The total Engagement elements were visualized using line graphs to illustrate the progress across sessions; these cumulative engagement elements highlight and identify students' participation.

Since the data collected is lengthy, the transcripts for the sessions were converted to plain text using PyMuPDF, a Python Library that facilitates extractions of text Data from PDF files; this step was essential to make sure that the Python program could manipulate and analyze the text. The transcript was segmented into separate blocks, each corresponding to one classroom session. Afterward, engagement elements were defined to measure student engagement:

- **Questions:** total number of questions asked during the sessions. these were further classified into direct, indirect, divergent, and evaluative questions.
- **Discussions:** Instances where students engage in discussion, identified by phrases indicative of agreement, disagreement, or expansion on ideas
- **Connections:** references made to prior knowledge or literary works, detected through phrases that suggested making links to earlier content or previous sessions.



	1	2	3	4	5	6
Total Questions	34	56	71	119	142	169
Discussions	13	24	28	50	63	82
Connections	3	3	5	10	11	15

Fig 4.3.4.1: Advancement in Students' Engagement Across Sessions

Analyzing the progression of student engagement across the sessions as depicted in the chart, we observe distinct patterns and trends that can provide valuable insights into the Dynamics of classroom interactions. The chart depicts a general increase across the three main categories of Engagement: questions, discussions, and connections to prior knowledge or literary works. Notably, the Engagement in discussions and questioning shows a more consistent and ongoing growth across the sessions, indicating active participation and interest in the topics covered.

There is a substantial increase in the number of questions over the sessions, with significant peaks; this suggests that training students on asking different types of questions in the pre-reading, during reading, and post-reading phases, as well as reflecting on each other's discussions and asking evaluative and divergent questions. Like questions, discussions show a study of upward advancement; the number of discussions almost doubled by the end of the sessions compared to the beginning, reflecting a growing Acquaintance and Engagement among students in articulating their thoughts and arguments effectively while engaging with peers' perspectives.

Though exhibiting minor growth, connections to prior knowledge still show some upward trend; this modest increase could indicate several factors, among which we could mention session coverage because not all sessions have been considered in the data. For instance, some sessions focused more on new content rather than integrating or reflecting on previous knowledge. In addition, the activities or discussions designed and executed in the sessions were not provided in the transcript, as they were used in separate Tables and charts. Also, the low increase in this category could be due to the nature of the discourse, where references to prior knowledge were too subtle to detect with Python.

4.3.4.4. Student Engagement Results and Discussion

In metacognition, Webb (2021) highlighted that instructional strategies should foster students' engagement; with consistent guidance, students could become metacognitive learners, taking control of their learning with clarity and purpose (Webb, 2021). Similarly, dialogic literary argumentation is regarded as an ongoing process of inquiry and discovery through collaborative understanding (Seymour et al., 2020). We strived to understudy this interconnectedness through the fusion approach to enhancing student engagement. The first skill students were trained in was to ask themselves preparatory questions before reading; these questions were transformative, especially for students who were used to analyzing literary works directly without any brainstorming or activation of prior knowledge. Such questions set the purpose for reading. As Kolencik and Hillwig contend, understanding one's reading is underscored as metacognition, which is essential for optimizing comprehension (Kolencik & Hillwig, 2011). Initially, students needed help with this strategy (Table 4.3.4.1). However, with guidance, they began to appreciate the importance of setting the stage for reading, leading to more structured and meaningful engagement with texts (Table 4.3.4.2). In addition, the strategy of think-aloud was introduced to help students articulate and be aware of what is going on in their brain regarding the text; this was set to the end of students organizing their information strategically, promoting self-awareness, and facilitating peer learning, which would lead to more retention and understanding of the input.

Similarly, Kolencik and Hillwig concluded that students who verbalize their thoughts during reading comprehend the material better (Kolencik & Hillwig, 2011). Pre-reading questions and think-aloud strategies significantly increased student engagement. By preparing for reading and verbalizing their thoughts, students became more invested in the material and more willing to participate in discussions. For instance, the initial reluctance to engage with complex poems transformed into enthusiastic discussions, with students like Kilwa and Gojo actively exploring and questioning the text.

Encouraging students to ask questions during and after reading fostered a more interactive and inquisitive classroom environment (Table 4.3.4.3). Questions ranged from understanding specific terms to broader thematic inquiries, such as Willow's question about the contradiction in the title and content of the poem. To maintain the objectives of dialogical argumentation, the teacher always needs to find a window to turn questioning into dialogic argumentation; in this case, the questioning approach not only enhanced comprehension but also encouraged students to build on each other's ideas, promoting collaborative Learning (Table 4.3.4.4). The latter is very crucial in dialogic literary argumentation. Acknowledging and incorporating each others' ideas enriches the learning process and develops a collective

understanding of the text (Haro et al., 2022; Seymour et al., 2020). The effective use of student questioning could lead to an extended self-efficacy where Learners' eagerness to participate in tasks is high, especially if they found themselves qualified enough to question authority; this was the first step in a long journey towards student autonomy.

In the Journey of making students dialogic argumentation more effective, they were trained to ask divergent and evaluative questions. The underlined metacognitive strategic questions, as assured by Kolencik and Hillwig, improve students' critical thinking skills and foster drawing upon one's perspectives to make judgments and justifications for their decisions (Kolencik & Hillwig, 2011). These questions helped them connect the text to broader contexts and personal experiences, deepening their engagement (Table 4.3.4.5). This strategy proved effective in fostering critical thinking and reflection, as evidenced by the rich discussions and evolving perspectives in classroom interactions (Table 4.3.4.6)—the use of reflective and evaluative questions led to improved critical thinking and argumentation skills. Students learned to support their claims with evidence and warrants, leading to more structured and convincing arguments. The evolution of student discussions, from initial confusion to well-reasoned arguments, illustrates the effectiveness of these combined strategies in developing critical thinking and effective attainment of dialogic literary argumentation objectives.

Collaborative activities, such as Gathering and connecting each other's warrants (Table 4.3.4.6), highlighted the importance of listening and building on peers' ideas, confining to the principles of argumentation in dialogic literary argumentation, communicated by Seymour et al. (2020). This approach fosters a sense of community and Collective inquiry, enhancing the overall learning experience. The exercise of combining warrants into a single argument, as demonstrated by Gojo and Willow, showed how students could integrate diverse perspectives into cohesive and compelling arguments; this illustrates the importance of listening and building on peers' ideas. In their research, khalfaoui-Larranaga et al. (2021) also asserted that considering different perspectives deepen comprehension of both the text and one another (Khalfaoui-Larrañaga et al., 2021). The metacognitive strategy of students interviewing each other about personal fears, as seen in the discussion in the chapter "Fear" in "*Think Like a Monk"* (Table 4.3.4.7), fostered a deep personal connection among students. This activity not only developed their argumentation skills but also increased empathy and understanding within the group; once they internalize these social exchange skills, they cultivate the capacity to regulate their thought autonomously, as explained by Webb (2021). For example, Kilwa's fear of losing a family member and Rose's introversion provided rich, personal contexts to build more profound arguments and connections during this discussion. The teacher in such settings continues to be a third party who also engages in the conversation, asks and answers questions with the students, letting them know that the teacher is part of whatever they are experiencing in the classroom.

Asking reflective questions at the end of each lesson helps students consolidate their learning; questions like "What have I learned today?" and "How can I use this information?" promote self-reflection and deeper understanding. For example, students reflected on the poem "*Fading Light"* by Maya Anthony. They connected its themes to grow their life lessons, demonstrating their ability to apply literary analysis to personal and social contexts (Table

4.3.4.8). In addition, metacognitive activities such as the 3-2-1 reflection exercise, inspired by Kolencik and Hillwig (2011), encouraged students to think about their learning process. This reflection helped them become more aware of their strengths and areas for improvement. For instance, Willow's reflection on why the question was posed as "*slip or trip*?" showed her deepening understanding of the purpose behind the activity and the development of her critical thinking skills. These reflections lead the students to change their initial positions (Table 4.3.4.13), often after discussing each other's positions and reasoning; this increases their awareness of their learning process through collaborative argumentation. Changing positions did not happen haphazardly; at the beginning of the course, students were trained that their loyalty is to the dialogue and change, not to their claims and interests, and that argumentation is not a competition. Instead, it is a means to explore, learn, and inquire so that others' arguments do not threaten them. They are strengthening their position; this is what Seymour et al. persisted in using, revising assertions and refraining from finalizing claims until they analyzed all the evidence put forward by others (Seymour et al., 2020). It is a process of investigating evidence to reach a claim. We conceptualized the latter as abductive argumentation, where students learn through argumentation from literature and each other through observation.

This approach encouraged the use of metacognitive activities that establish connections of how new and old information are interrelated; these activities include Making Connections between input and discussions within the same classroom, like students exploring whether Pride is a fault or virtue in *"Pride and Prejudice,"* examining the character Elizabeth Bennett and Mr Darcy. Through guided discussions, students connected Elizabeth's Pride to virtues like confidence and self-respect, while Darcy's Pride was linked to arrogance and superiority; this helped students understand the dual nature of Pride and how context influences its perception. Moreover, students were encouraged to relate their learning to their prior knowledge about the world; this was particularly evident in the discussion of the chapter "Fear" in *"Think Like a Monk,"* where students connected the ideas from the book to similar Concepts in the Holy Quran. This activity helps students see the relevance of their learning to grow their life contexts and strengthens their understanding of universal themes. For example, students compared Shetty's ideas about fear and anxiety with Islamic teachings about patience and Reliance on God (Table 4.3.4.18); this interested their understanding of the text and reinforced their cultural and religious knowledge and language development since they had to deal with translated excerpts from the Quran. The later results align with Jin & Kim's (2021) results, implying that connecting argumentation practices to real-life contexts fosters students' comprehension of societal implications (Jin & Kim, 2021).

Furthermore, making connections would extend to connecting across different literary Works discussed in the syllabus. Students were asked to make connections between different literary works discussed in the program. For instance, during the discussion of *" Jane Eyre,"* students compared the character of Edward Rochester to Will Traynor from *"Me Before You*" And Mr Darcy from *"Pride and Prejudice*" (Table 4.3.4.12). This activity required students to recall discussions and arguments about these characters, reflect on their traits, and use that prior knowledge to form new arguments. The same results were scored in making the connection between *"Pride and Prejudice*" and "*Jane Eyre's*" joined themes (Table 4.3.4.19). Through this comparative analysis, students developed a more nuanced understanding of the characters

and themes across different works, enhancing their ability to draw connections, see literature as an interconnected field of study, and appreciate the Practical applications of their learning and its relevance to their lives. They enjoyed the process very much; as referenced in Webb (2021), the brain thrives on forging links between new and existing knowledge.

The results in the quantitative data (Figure 4.3.4.1) showed a positive outlook on increasing students' engagement levels in questioning, discussions, and connections; this suggests that the specific strategies used in this teaching approach combining dialogic literary argumentation and metacognition might have particularly encouraged curiosity and inquiry among students; engaging in dialogic argumentation increased interest in discussed literary works and more awareness of their learning process through making connections during the same class, with what they know about the world, and what is previously discussed in their syllabus. These results automatically support the qualitative data mentioned in the previous part about teachers' role in this classroom approach, determining the effectiveness of this guidance.

The qualitative and quantitative data provided in this section of the research on students' engagement could target and provide possible solutions to the problem stated by EFL literature teachers in Algerian higher education concerning students' disengagement. They stated that they are not engaged in the classroom, as well as the issue of students' voices and how disregarded they are in the literature classroom.

Alongside encouraging students' interaction significantly through enhanced engagement, critical thinking, and argumentation skills by preparing for reading, thinking aloud, asking reflective questions, building on each other's ideas, making connections within classroom discussions with prior knowledge about the world, and across different literary works; students also have to maintain the same relatability to the objectives of dialogic literary argumentation, concerning understanding what it means to be human together and supporting arguments using personhood.

4.3.5. Identity and Personhood in Learning

After learning how to argue, ask different types of questions, listen to each other, build on each other's ideas, make connections to what they already know, what they know about the world, and between literary texts, they automatically developed the skill on how to treat each other through conversation; these skills, however, need to be refined by making them aware of the objectives of arguing to learn, by reflecting on their argumentation using metacognitive strategies students have been trained to ask themselves questions related to what it means to be human and what challenges exist for us together, positions we take, and how we place them into our communities. Through literature, which are storied cases about what it means to be human with others, students gain insight and understand their positions, other people's decisions, and truths about the worlds in which they live. The dispositions above orient students to understand people, how circumstances impact outcomes, people's choices and what options are open to them, the rights they have and how they are treated, and simply human understanding through reading the literary texts (Seymour et al., 2020).

4.3.5.1. Qualitative Data Analysis

One of the remarkable examples of how students have used metacognitive structures to understand people's decisions and how they affect outcomes is when we discussed the literary work *"The Hound of the Baskervilles*" by Conan Doyle. This work, based on Sherlock Holmes' crime investigations, prompted students to analyze the poor choices made by characters in the story and how they led to the negative consequence of someone being murdered. In this activity, students drew a table, starting with the bad decision, the person who made it in the middle, and what they should have done to avoid the outcomes. Through this activity, students not only deeply discussed characters' choices, but they also built an understanding of why these decisions were made and how people's motives as human beings can be condemned or excused. An example of the table is provided below:

The Bad decision	***Who made it***	***What they should have done***
Did not tell anyone	Miss Stapelton	Tell somebody
Killing (Murders)	Stapelton	why didn't he claim the wealth
chose to keep the story a secret / Slowed down the process of investigation	Dr.Mortimer	Speak up
Going out alone at night in the moor	Sir Charles	Shouldn't risk his life
Ignore the warning	Sir Henry	Not go
Falling in love with someone she didn't know Didn't tell the police the whole truth Writing the letter	Laura	Question things first Be more careful in love
letting out the hounds; releasing the curse	Hugo	he shouldn't have done that
Not telling the police the truth about Seldon	Barrymore/ Holmes/ Watson	In Jail, better than dead
Not telling the police about the case	Watson / Holmes	Henry could have died

Table 4.3.5.1: Discussing Decision Making Through "*The Hound of the Baskervilles"*

As illustrated in the table above, through making connections, students tried to understand the type of persons introduced in the stories, their decisions in the face of conflict, and what options were open to them. The discussion started with Stapleton and his wife when students conversed about his decision to kill instead of claiming inheritance rightfully and how his wife, Mrs. Stapleton, should have informed authorities as it was the right thing to do. As a third party whose role is minor in this story, Dr Mortimer was also condemned by students since he decided to keep the legend of the Hound a secret, while if he revealed it long ago, there would not be a crime. In addition, ignoring the anonymous warning notes and going to the moors anyway led Sir Henry to be in danger; students affirm that he should have taken the warning more seriously. Comparing the character Laura to Daisy from *"The Great Gatsby,"* students highlighted her poor decision to love the wrong guy, which led her not to

question his actions, as her love for Stapleton refrained her from being fully honest with the police.

The victim in the story was also discussed; even though the killer targeted Sir Hugo, he's still the one who let out the curse of the hounds in the Baskervilles and frightened a whole village, leading to his death. Moreover, sheltering a defector who ran out of jail is always considered a bad idea by students, even for the Jailbreaker himself; when Barrymore and his wife decided to hide the escaped prisoner, it resulted in his death. Even Sherlock Holmes and Watson were open to discussion in decision-making when they failed to call the police for backup because of arrogance when confronting the murderer, which almost resulted in the death of Sir Henry. This analysis led students to consider questioning the author and his choice of title; she didn't kill her. She said: "The writer was stupid when he named the book *"The Hound of the Baskervilles"* he should have named it "Mistakes."

This level of Engagement in analyzing the motivations, ethical dilemmas, and consequences the characters face suggests that integrating learning awareness with the objectives of dialogic literary argumentation fosters analytical skills and a deeper understanding of literature. Discussion-based learning encouraged students to think critically about the text and even go back to discussing a previous text to make a comparative analysis across texts.

This discussion was directed by questions that raised more tension and awareness of what it means to be human and people's choices; an example of a conversation is Illustrated below.

Teacher: what kind of a person is Sir Hugo?

Gojo: An evil and a true definition of the concept of evilness

Kilwa: Like as it is mentioned in the story. He is an evil man.

Emma: I think he's so bad at first, he's a bad person and he can't be trusted.

Gojo: We can also add that he was cruel, and he didn't treat others like they are supposed to be treated meaning he didn't care for others.

Takoua: So, we all agree. He's evil. All right. Can we say he deserves what he got?

Gojo: Here, we have two opinions. Some will say. Yeah, he deserves so but some oppose that first idea. Let me go the first one. Those who said that he deserved so just because he is evil, deserved what had been done to him. So, this is the first one and the second one is there are some people I have seen opinions about this story and they have said that he doesn't deserve to die horribly. Yes, he deserves to die, but not in such a horrible way. I do believe that people who do evil in this world deserve to die and deserve to get what they give people as I have sent you before no bad deed goes without punishment. It is your destiny and you deserve that because it is more common that evil people will die in such a horrible way no matter what they have done in life, even if they go to. Higher positions in the governments or even in the world they will go and they will be let to their fall and decline.

Kilwa: Okay, so I do believe that he deserves to die in such a way because from the story if we rely on the words of William Baskerville. He said that God punishes all who are evil and generally, if you do bad you will face bad consequences.

Emma: I guess no one deserves such an ending and everybody deserves a second chance. Maybe he would have made it when he survived that danger again, maybe he will. Like rethink what he did and he becomes a

good person.

Teacher: So, in other words Emma is saying everyone deserves a second chance.

Gojo: So, I do believe that the second chances in this life are an error, especially with the case of Hugo. I mean he has treated people badly. Why do you think he deserves a second chance don't you think that when you give him a second chance, he will redo the same thing because it is more common with evil people? They are either born without evilness or it is created in them meaning with such experiences a situation that happened in their life. They will create that sense of humans, but when you give him such a Second Chance don't you think that he's going to redo the same thing? That's why I'm saying it's unfair to give him a second chance.

Emma: Let me clear it for you. I mean honestly speaking if anyone has ever done me wrong. I won't do anything or take revenge. They say ignoring is the best revenge so and do that just to anyone. That's why I told you that no one deserves such an ending even if he's evil.

Gojo: but here you are ignoring an evil and you know, when you ignore an evil, you will kill other people, if you ignore him, he will be still doing this for the rest of his life. So I don't believe that ignorance is the option here. we have in our religion; an eye for an eye.

…

Teacher: So, what gives us the power to decide whether a person deserves a second chance or not what are the criteria you follow if you were to decide whether to give someone a second chance or not?

Table 4.3.5.2: Examples of Discussing What it Means to Be Human through Characters in "*The Hound of Baskervilles"*

In the table above, students discussed Hugo and whether he was evil. This question automatically leads students to provide their opinion about the character; however, providing judgment about someone is not enough; this is why the conversation is led by the question of whether he deserved the outcome of being murdered or not, altering the conversation with this question, students were obliged to provide compelling arguments to understand sir Hugo's rights as a human being, to a much broader concept of second chances. Using evaluative questions, student Gojo wondered if giving evil people a second chance would make a difference; responding to this claim, Emma used another objective they were trained to refer to, which is personhood or, in other words, personal experiences, reflecting this on herself she uttered that she would not seek revenge if anyone had done her wrong, Adding that ignoring is the best cure even for evil people we cannot say they deserve such ending, However, with much more critical thinking Gojo responds to her claim confirming that ignoring evil will lead to much more evil. The power to decide whether people deserve a second chance or not must be discussed in this case to decide whether this character deserves to be killed with horrific bloodthirsty hounds or not.

As previously used by student Emma, personhood can give students a third-party omniscient observation of different human beings' decisions, what kind of people they are, and how different qualities are issued across dissimilar kinds of people. 'Put yourself into your

statement' is one of the concepts that the students were trained to do. The table below illustrates instances of students using personhood in the classroom.

Willow: If this happened in an Islamic society, it would be a duty because we have a duty towards our parents. We have to help them and we have to provide them with what they need if we have the money because if we do the goods our parents are at the top of the list, but since it was not an Islamic society, for them, it's a sacrifice. After all, the child when he gets over 18 or 19 has the right to have his own house. So if she has done something good for them, It's actually considered a sacrifice. … **Tris:** Even in our Islamic religion, the heart is really important because Allah is going to look at our hearts and accomplishments. So, the heart is really important and I believe that the heart is going to tell you what is right and what is wrong for you. … **Teacher:** So, when was the time in your life when you struggled between your emotions and your logic in decision-making? (Students shared their personal experiences) Studying abroad; choosing a major; quitting a job; and retaking an exam. **Gojo:** I'm completely changing my opinion. … **Emma:** I would use this quote to describe the tough period that I went through in my life and as I said earlier, you feel like you're caught between two forces: the heart and the mind. Like you're okay and at the same time you're pretending… I don't judge Nick as a character in that scene; cause I have been there, where I was within and without, where I was stuck between two forces. … **Candy:** If I were her, I would escape and never go back because I do not believe in giving second chances to people.

Table 4.3.5.3: Instances of students Using Personhood in their Arguments

The table above shows examples of when students used personhood to reflect on the literary text and relate these experiences to their arguments regarding the characters in the works. Willow explained her position regarding whether Louisa from *"Me Before You*" stayed to help her family financially is a Duty or a sacrifice relating to her society, understanding that if this happened in our society, we would be doing it out of Duty because our religion dictates as such, which is different from Western societies where it could be considered as sacrifice due to the nature of they are bounds to their families, later in the conversation she changed her opinion and implied that it could be both since she had the choice but she did not leave. The student, Tris, was reflecting on a video that we have seen in the session entitled "Follow your heart, your brain is stupid." here, she also reflected on the Islamic religion and society to explain her claim that the heart is the one who tells you what is right and what is wrong because Allah is going to look at our hearts and accomplishments in the judgment day. Another example of personhood was when they were asked about a time in their lives when they struggled between emotions and logic in decision-making, reflecting on Daisy's struggles in *"The Great Gatsby"* to choose between Mr. Gatsby or her husband, Tom; in this case, students share their experiences where they had issues of tension about studying abroad, choosing a major, quitting a job, and retaking exams which were not shared for the sake of the confidentiality of students' personal lives. this helped students understand that Daisy is only human and she went through many struggles, which is why she was confused;

they even reflected this in the quote of F Scott Fitzgerald: "I was within and without." Similarly, student Emma used the quote to describe the challenging period She went through, which was somehow close to what Nick Carraway in *"The Great Gatsby*" felt like when he was pretending to be okay in the middle of chaos, feeling like an outsider; she described this as being stuck between two forces. Additionally, we see the example of student Tris when she was using personhood to understand Jane Eyre's decision to run away and leave Sir Edward Rochester; she put herself in Jane's shoes and supported her decision, adding that she would never go back and that second chances in such a situation are not an option for her.

Using previous understandings of ethical decision-making rooted in students' society and beliefs, in addition to the Thematic exploration of inner and outer conflicts applied in their own lives, demonstrate the power of literature to mirror personal experiences and mirror deep personal reflection among students and the other way how these navigations of personal lenses of their values and experiences provide a deeper understanding of other societies, human decision making, and also other people's personhood. This awareness of using personhood shows that students are not just discussing information passively. However, they also actively engage with the texts, needing enhanced critical thinking and empathy.

4.3.5.2. Quantitative Data Analysis

Since the data mentioned evolved focused mainly on students' reflection on their personal experiences and societal norms to develop empathy and understanding of what it means to be human together through awareness of their learning, the quantitative data will measure three main categories that show students' reflections and argumentation from the lessons' transcript.

Unlike the previous quantitative data, this week, we will have categories across almost the entire program; with this, we have considered 18 sessions in total, which will be highlighted as "Cumulative use of categories across the whole program." The categories for analysis that were used as the basis for coding the information are:

- **Personal Experience:** In this, we measure instances where students used their own life experiences to support their argumentation and reflect on their learning.
- **Cultural and Societal Norms:** In this category, we will spot mentions of societal values, cultural norms, or religious beliefs that students use to influence their viewpoints.
- **Empathy and Human Understanding:** Based on their personal experiences and cultural and societal norms or observed experiences in the literary text, through this category, we will spot the expressions of empathy towards characters or human beings in general.

As with the previous quantitative data, this analysis also relied on the programming platform Python; after providing the codes for the categories mentioned above, the transcripts were analyzed by the program to detect the presence of keywords related to them. The keywords were provided in the coding to ensure accurate identification of relevant instances, for example:

- **Personal Experience:** "In my experience…" "How this relates to our personal lives…" "If It was me…, etc."

- **Cultural and Societal Norms:** "Values," "Religion," "Tradition," "In our Culture, etc."
- **Empathy and Human Understanding:** "Understand," "Trauma," "Human," "I feel empathy towards the character," "I understand her decision," "I can't blame him/her, etc."

Python then uses this coding to count the frequency of occurrence of these categories to measure the frequency of progression of each one throughout the program; the data was divided by lessons to see the changes and how much they were used over the time of the program, after setting a table of this progress it was represented as a total count through a line plot, to avoid that the illustration of the plot would be crammed, we will, as mentioned above, mention the 18 sessions as accumulative count for the three categories.

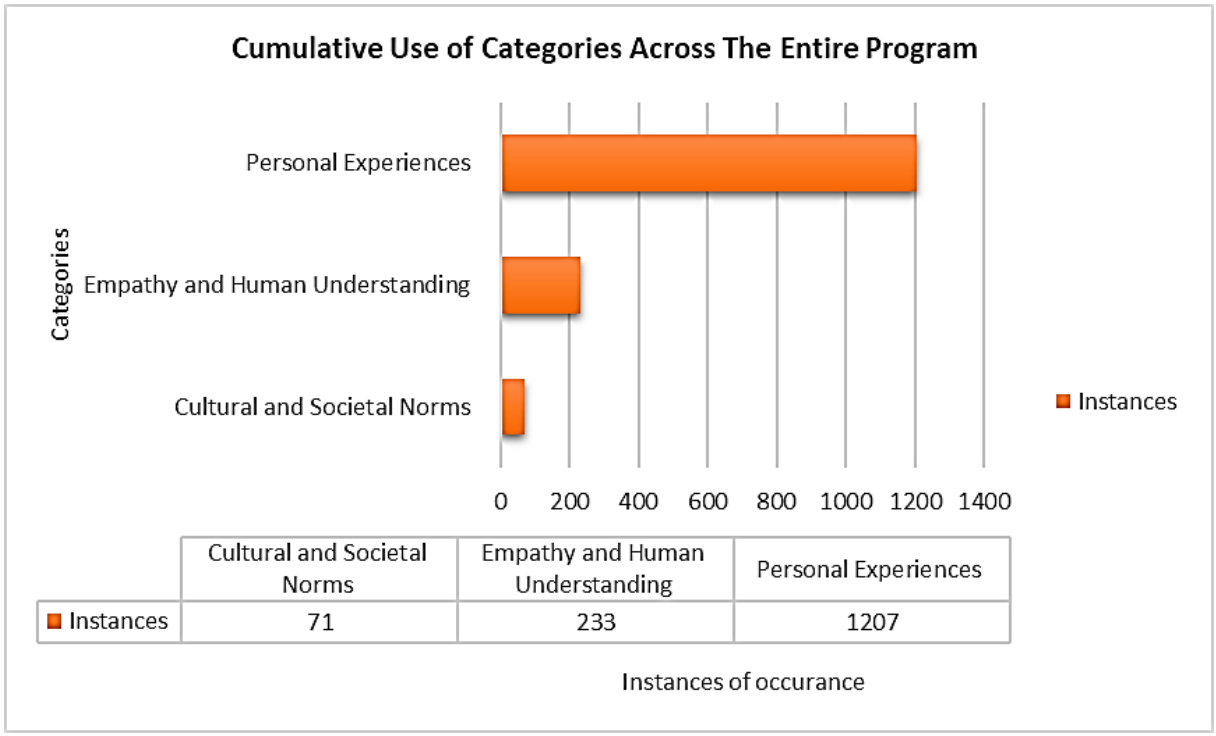


Fig 4.3.5.1: Cumulative Use of Categories Across the Entire Program

The chart and the table illustrated above show the analysis of students' use of personhood, societal reflections, and empathy through human understanding; this reveals how students engaged in dialogical discussions and expressed their understanding and reflections effectively through the three mentioned categories. Throughout the program, students' use of these categories continued to increase, especially reflection on personal experiences; students reference their own life experiences extensively, reaching a total score of 1207 instances and maybe more; this score suggests that students increasingly felt comfortable with the discussions in the course relating their arguments to their own lives, this automatically leads to the learning process is more meaningful and relevant, some of the examples of this usage are mentioned previously. We can add, "I just thought about it and talked to my parents about the sessions…" "In my experience, I have used my heart, but I am not saying I have neglected my mind." Scoring second in use across the program, empathy, and human understanding was also significant, with a total score of 233 instances; the use of personhood automatically

leads students to grow a deeper understanding of the characters in the literary works and empathizing with them, as a result through the discussion of several topics and themes they grew a whole different perspective on human understanding through argumentation, some of the expressions were:" I feel empathy towards the character because of their struggles." "We need to have a human understanding of their situation." With the lowest score but still present, cultural and societal norms occurred with a score of 71 instances; such norms provide context and grounding for some arguments, reflecting on values, traditions, duties, religion, and many other trends shows how students' awareness of their society influence and has impact on their viewpoints and perspectives towards different human beings from different societal backgrounds including characters coming from specific literary eras. Although the categories scored differently, the global frequency was steady and present throughout the whole program.

The use of dialogic literary argumentation and metacognition fostered personal connections with the material, enhancing the skills of identity and personal experience in formulating arguments through dialogical discussions in the classroom to learn from and about literature.

4.3.5.3. Identity and Personhood in Learning: Results and Discussion

As highlighted in the previous results, students learned to effectively argue, ask various questions, listen to each other, build on their ideas, and connect to their prior knowledge, the world, and different literary texts. These skills were refined through metacognitive strategies, allowing students to reflect on their argumentation and the objectives of arguing to learn. For example, during discussions on characters in*" The Hound of the Baskervilles*," students analyzed the characters' poor decisions and consequences (Table 4.3.5.1); this led to deeper discussions about human motives and ethical decision-making. Students demonstrated improved critical thinking and argumentation skills through structured discussions and metacognitive strategies. They learned to construct well-supported arguments and reflect on their reasoning processes.

Through literature, students explored what it means to be human and how circumstances impact outcomes. This understanding was facilitated by discussions about the character's choices and the options available to them, as well as Reflections on personal experiences and societal norms. An example is the analysis of Sir Hugo's character, where students debated whether his evil actions Justified his grim fate. This discussion highlighted the complexity of human nature and the consequences of ethical and unethical decisions (Table 4.3.5.2). This analysis showed that students have a growing empathy and understanding of complex human behaviors; this aligns with the study of Hibbs (2016), which stated that engaging with literature allows readers to engage with people from different cultures, fostering increased empathy (Hibbs, 2016). While these objectives are apparent in dialogic literary argumentation, as stated by Seymour et al. (2020), By integrating positions and life experiences, dialogic literary argumentation boosts our comprehension of humanity, encompassing components that form a general understanding human condition (Seymour et al., 2020). Being aware of such objectives (Metacognitive awareness) and reflecting on them during learning increases empathy while understanding and conversing with others' thoughts, experiences, and motivations, in addition to Analyzing situations from an impartial viewpoint

to recognize diverse perspectives, which are essential elements in metacognitive awareness as cited by (Webb, 2021).

Making judgments about people is easy when you are not concerned with the matter, but if you think about yourself in relation to your claim, this leads to more understanding and empathy by asking where I am in this. Moreover, where is my Society in this? In addition to knowing these objectives, students were trained always to ask themselves these questions. Students were encouraged to use personhood to reflect on literary texts and relate these Reflections to their own experiences; this aligns with Seymour et al.'s (2020) observations that our comprehension of humanity is not theoretical; we exist among it, and that is why it is affected by our involvement in the world (Seymour et al., 2020). This approach fostered empathy and a deeper understanding of the characters' struggles and decisions. For instance, decisions around Daisy's struggles in "*The Great Gatsby"* and personal experiences shared by students like Emma, who described feeling caught between two forces, illustrate how personal reflection enhances empathy and understanding (Table 4.3.5.2). Also, students frequently referenced cultural and societal norms to support their arguments. This contextual grounding provided a richer understanding of different perspectives and human behaviors. For example, Willow related Louisa's decision in *"Me Before You*" to cultural expectations in an Islamic society, illustrating how societal Norms influence decision-making and perceptions of Duty and sacrifice. Integrating personal and societal reflections into discussions enriched the learning experience and made it more relevant and meaningful; students decided to change their personal and academic choices. The latter agrees with the examination of Seymour et al. (2020) about the connection between human understanding and awareness with modifications in interpretive and daily personal and societal conduct (Seymour et al., 2020). The cumulative use of personal experiences, empathy and human understanding, and cultural and societal norms across the program, as shown in the quantitative data (Figure 4.3.5.1), indicates a steady increase in students' Reflections on personal experiences, empathy, and societal norms. Consistent growth suggests that integrating dialogic literary argumentation and metacognitive strategies effectively enhanced students' engagement and learning. Students increasingly felt comfortable relating their arguments to their own lives and societal contexts, leading to a more meaningful and relevant learning process. The results showed at the beginning of this data address the problem of students in EFL literature teaching in Algerian higher education regarding boredom with literature input; when we relate to things personally, we develop a whole new appreciation and understanding of them.

Students' engagement and interaction through using different questions techniques, building on each other's ideas, making connections through discussion and reading activities, changing positions after discussions, arguments, and reasoning effectively within a group, maintaining identity and personhood in learning to understand what it means to be human together through the continuous use of metacognitive strategies to be aware of their learning all need to be assessed in the classroom through assessment practices which we will look at further in the next part.

4.3.6. Assessment Practices and Feedback

The fusion approach between dialogic literary argumentation and metacognition necessitates applying formative and summative assessment to ensure that students can effectively Implement what they have learned within their written tasks. The written tasks should combine the usage of higher-order thinking alongside meaningful argumentation supplied with activation of prior knowledge from students' discussions of the literary texts. In addition, both the formative and the summative written tasks should appeal to students' interest; this approach highly believes that students perform better when they are interested in the tasks. Moreover, scoring results and performance in these tasks imply using self-assessment and peer assessment. Self-assessment within the program is also maintained by using thinking journals, and of course, all the practices and performance in the classroom are supported by the teachers' feedback.

4.3.6.1. Formative Assessment Practices

In this approach, the teacher extracts formative assessment practices from students' discussions; there is no specific time for these assessments to be applied, and the teacher must know how to seize the opportunity when such tasks appear during the discussion. These tasks imply that the students use effective argumentation in a question that urges them to use their higher-order thinking and cognitive strategies to solve a problem or to use their creativity in writing. In these tasks, particularly the formative assessment, students are not bound to a particular structure; what we want them to reach is effective argumentation and using of critical thinking, ideas, and content are what matters.

An example would be provided about these tasks: when we discussed John Locke's essay concerning human understanding, we noted a contradiction in ideas presented by John Locke, and students were not relating to these ideas socially and intellectually; the idea is that nothing is innate, even believing in God is Not innate, students disagreed with this, and they provided several arguments during the discussion, this was a perfect opportunity to test them, so we asked them to use their critical thinking and argumentation skills to directly convince John Locke with their opinion concerning innateness of principles, especially the belief in God, to boost their motivation students were encouraged that at this level they have the power to oppose the great philosopher John Locke. We will take student Kilwa's answer as an example.

Student Kilwa's Answer

John Locke in his journey of understanding the human beings claim that if innate principles exist they must consist of innate ideas, which means that principles are made up of ideas. for me concepts are the innate part in us and experience shapes them. for example, babies are born with the ability to discriminate between different sounds, which suggests that they may have some innate knowledge of language. however, they also need to be exposed to language in order to learn to speak. in addition, even the ability of acquiring and articulating words is something in it, because babies are not provided with such operation from their parents. in another experiment, two newborn babies were put in very harsh situations far from their parents and any creature, after years they create their own language system which also strengthen the idea of the pre-equipped knowledge. from religious point of view, Islam focused on two Notions when it comes to the question of innateness, the fitra and the mind. Fitra is considered to be the innate knowledge in every human related to

worshiping one God and this can be confirmed through the number of non-muslims that change their religion and became Muslims. when it comes to the mind, Islam emphasize the importance of reason and logic and which we can talk about the ability of reasoning and distinguishing what is right from what is wrong and this is inherited in humans aligning with the idea of innate principles.

Table 4.3.6.1: An Example of a Reply to John Lock

The table above shows one of the answers to whether worshiping God is innate while considering the conversation in John Locke's essays about human understanding; this answer was put up to convince the philosopher about the innateness of worshiping God. Student Kilwa discussed this question based on what John Locke said about innate principles, her previous knowledge about language acquisition in linguistics, and how Islam looks at the question of innateness. Then, she connected all her ideas, providing that reasoning and distinguishing right from wrong align with innate principles. Synthesizing information from multiple disciplines, connecting ideas to form a coherent argument, engaging deeply with the ideas presented in the discussion, and drawing connections between various Concepts showcases her skill in effective argumentation using higher-order thinking.

Providing a much similar claim to student Kilwa, student Rose supported her claim with evidence from Hadith and Quran as follows:

Student Rose's Evidence
I have a Hadith from ou religion which says: وَحَدَّثَنِي عَنْ مَالِكٍ، عَنْ أَبِي الزِّنَادِ، عَنِ الأَعْرَجِ، عَنْ أَبِي هُرَيْرَةَ، أَنَّ رَسُولَ اللَّهِ "صلى الله عليه وسلم قَالَ : " كُلُّ مَوْلُودٍ يُولَدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ، كَمَا تُنَاتَجُ الإِبِلُ مِنْ بَهِيمَةٍ جَمْعَاءَ هَلْ تُحِسُّ فِيهَا مِنْ جَدْعَاءَ . Yahya related to me from Malik from Abu'z Zinad from al-Araj from Abu Hurayra that the Messenger of Allah, may Allah bless him and grant him peace, said, "Every child is born on the fitra (Innateness) and it is his parents who make him a jew or a christian. Just as a camel is born whole - do you perceive any defect?" which means that we are born with something innate. We are all as babies. We have such kind of a common sense and then we create different principles from our surroundings and environment. You will see what is this innateness he's talking about because the verse of the Quran it's the same of the Hadith that says ﴿ فَأَقِمْ وَجْهَكَ لِلدِّينِ حَنِيفاً فِطْرَتَ ٱللَّهِ ٱلَّتِي فَطَرَ ٱلنَّاسَ عَلَيْهَاۚ لَا تَبْدِيلَ لِخَلْقِ ٱللَّهِۚ ذَٰلِكَ ٱلدِّينُ ٱلْقَيِّمُ وَلَٰكِنَّ أَكْثَرَ ٱلنَّاسِ لَا يَعْلَمُونَ ﴾ So set you (O Muhammad SAW) your face towards the religion of pure Islamic Monotheism Hanifa (worship none but Allah Alone) Allah's Fitrah (innateness) (i.e. Allah's Islamic Monotheism), with which He has created mankind. No change let there be in Khalq-Allah (i.e. the Religion of Allah Islamic Monotheism), that is the straight religion, but most of men know not. [Tafsir At-Tabari, Vol 21, Page 41] God created us to do good in this Dunya and to worship Him.

Table 4.3.6.2: Supporting The Reply to John Lock with Evidence from the Quran

In addition to what student Rose provided as a claim, she supported it with evidence from Hadith and the Quran about "*Fitra.*". At the same time, John Locke used what is called thinking and understanding of the world around him; Rose provided evidence from the Holy Quran, which makes her argument stronger through the words of God. Both examples provided showcase how the response to the question of worshiping God exemplifies effective argumentation and higher-order thinking; by providing this task as a formative assessment, it showed students ability to critically analyze, synthesize, and evaluate information through deep engagement with the material discussed in the classroom, this is enough for the teacher to give positive feedback and high score to motivate and increase such outcomes. Throughout

this program, we provided regular formative assessments every time the chance appeared through discussions; for instance, we used this also with the discussion of Pride and Prejudice when students were assessed by answering the question of whether pride is a fault or virtue supporting their arguments with evidence from the literary work.

In this approach, formative assessment should also open the door for creativity when the chance arises in the classroom. For example, when we discussed *"The Iliad and The Odyssey,"* particularly *"The Odyssey*," students were very impressed by Odysseus' drive to go back home to his wife and son; going through the struggles of the 20 years Journey to be home was so appealing to them, in this case result the opportunity for a formative assessment where the students define what is "*A Home*" they were encouraged to use their creativity and personhood while connecting with *"The Odyssey"* classroom discussion to answer this question. The answers were surprisingly good. We will provide some of them in the table below:

Student Kilwa's Answer Home is heaven, like everyone in life is working hard to reach heaven, I myself work hard every day to go back home just like Odysseus when he faced all obstacles to go back to his wife and son. it is not just the roof overhead but a Haven, a feeling of belonging, a feeling that you are a piece of a puzzle that need to be completed. it is the place where you show your inner self, you met your comfort, with just a look to your parents' face which is something priceless. and the idea of losing a part of our home puzzle is literally killing me, this is why when we discussed the chapter of "Fear" in "*Think Like a Monk,"* I demonstrated that it was one of my deepest fears. No matter what are the problems and obstacles never cross your hands to your home but be like Odysseus. **Student Gojo's Answer** Home is whenever you feel hungry you go and get fed, if you feel tired, happy, bored, down, and even over the moon, it is home that heals you and welcomes you. it can be walls, a person, or even an animal, it comes to you to choose what to consider as home. **Student Rose's Answer** Home is much deeper than a land, A country, or a house. it is a feeling, it can be a person as well, whenever there are your favorite people that is your real home. Odysseus wasn't looking at his land as much as he was looking for meeting his wife and son again, and that was his true sense of home. home is a cozy place and who makes it cozy are the people around us.

Table 4.3.6.3: Examples of Students' Work Defining "Home"

The example provided in the table shows how students personally related to the question of defining home while considering the discussions they had had in *"The Odyssey;"* student Kilwa not only related it to *"The Odyssey"* but also to a dating back discussion of Jay Shetty's *"Think Like a Monk,"* illustrating Odysseus as the example of going home. The same goes for student Rose when she relates home to the people who make it cozy, showing that it is not a particular place; it is more like what Odysseus experiences when reunited with his wife. Similarly, student Gojo provided a broader answer, implying that this notion is what people consider home. Opening the floor for creativity allowed the students to use their artistic and imaginative abilities to make connections through argumentation. After all, literature is an art, and art cannot be bound to a square structure, so it is always a good idea to move away from academic writing and open the door for innovation. As a result, the feedback and scoring were also positive, encouraging students to move slightly away from

their comfort zones and giving them more flexibility in expressing themselves through writing, as the brain thrives in doing so.
Alongside these planned assignments by the teacher, students performed formative assessments as self-assessments using thinking journals.

➢ **Formative Self-Assessment Through Improved Thinking Journals**

As highlighted in Chapter 2 above, Thinking Journals was presented by Kolencik and Hillwig (2011). They introduced it "to assess the reflectiveness of students' responses, evidence of transfer to other classes or life outside of school, and the student's ability to plan, monitor, and self-evaluate" (Kolencik & Hillwig, 2011); this was explained throughout Chapter 2 and to the students in the study as well; at the beginning of the program, they were provided all the elements and explanations of thinking journals and how they work, in addition to the checklist of engagement and transfer to apply in their Journal after each lesson and the rubric for thinking Journal self-assessment, so they can score whether they perfectly attained all the objectives of the Journal or not. This checklist of students' questions that they should ask themselves about each lesson was provided in Kolencik and Hillwig's book reference; what we have done differently is add more questions to this checklist to meet not only the objectives of increasing metacognitive awareness but also the objectives of applying effective argumentation and dialogic literary argumentation, in the table below we will highlight the newly added points to the former version of the thinking Journal checklist integrated with dialogic literary argumentation.

1.	How did we treat each other in the classroom?
2.	Did I support my claims effectively with evidence and warrants?
3.	What have i learned from today’s discussion about how people’s choices impact outcomes?
4.	What arguments provided about the literary text that gave me insight into the human condition?
5.	How much did i use personhood to think about myself in relation to my argument?
6.	How can We/ I take the disposition we made today to our communities?
7.	How has my argument about what it means to be human based on the reading of the text, or the material we used, changed as a result of listening to other people's arguments?
8.	Did my peer’s claims change my position?

Table 4.3.6.4: The Review Questions of Thinking Journal Checklist

The checklist of students' questions from Kolencik and Hillwig's book has been expended to not only increase metacognitive awareness but also to meet the objectives of effective argumentation and dialogic literary argumentation; the table shows the newly added questions aim to Foster deeper reflection, critical thinking, and the application of argumentative strategies. Through how the students treat each other, they reflect on interpersonal dynamics that help students become more aware of their behavior and its impact on others, fostering a positive and inclusive classroom culture that supports productive discussions. The second question prompts students to evaluate the strength of their arguments, aligning with the principles of effective argumentation; this will encourage

students to critically assess their use of evidence and warrants to enhance their argumentative skills, ensuring that their claims are well-founded and persuasive. The third question guides students to reflect on the broader implications of the discussions, particularly how individual choices can influence outcomes. It integrates metacognitive awareness with an understanding of cause and effect, which helps students apply these insights to real-life situations and fosters their critical thinking skills. The fourth question encourages students to identify and reflect on arguments that enhance their understanding of The Human Condition; it emphasizes the relevance of literary analysis to personal and societal issues. In this way, students develop empathy and well-founded perspectives that enrich their literary analysis.

The fifth question on personhood is similar to the fourth question, prompting students to consider how their identity and experiences influence their arguments; it integrates self-reflection with argumentative writing, which could help students develop a more authentic and relatable voice in their writing and conversation. The following question, question number six, encourages students to apply the insights and dispositions developed in the classroom to their communities; this promotes the transfer of learning to real-world contexts and how it occurred in their argumentation in the classroom; this might lead to attaining the objective of connecting classroom discussions to the community to foster a sense of social responsibility and apply students learning beyond the academic settings. the seventh question guides students to reflect on how their understanding of the human condition has evolved through dialogue; these changes in arguments based on peer input could enhance their openness to diverse viewpoints and promote intellectual growth through Collaborative Learning. The last question, question number 8, encourages students again to consider the influence of peer arguments on their positions to enhance the overall quality of classroom discussions.

The expanded checklist of student questions, which integrates metacognitive awareness with principles of effective argumentation and dialogic literary argumentation, could support the development of well-structured, reflective, and critically engaged students who align with this approach's objectives.

Students' engagement with the thinking journals was not as regular and consistent as we would want, probably because of a lack of time. It also took some time to understand how the journal is written through feedback from the teacher, but it still occurred. In the table below, we will show a sample of a student using the enhanced checklist:

Willow's Journal

I've never thought that watching a movie could be given as homework, I mean. that's so fun. I've watched it before and I cried a lot, but I was satisfied with the end. I will talk about the movie in the next journal since we didn't deal with it in the previous session. Oh, yes. the previous session was so beautiful, I'm into beautiful pieces of literature, such as poems. And actually, the poem we dealt with was exactly my type, simple language with deep meaning. My colleague rose saw the poem as a positive poem with a happy ending, so did I at first. But then after re-reading it I could tell that it wasn't bright at all. Since the darkness brings dark thoughts, and the night is meant for overthinking, obviously the end was that he turned into a bad person or had a bad ending.

Also she said in the poem," In surrender, I begin "... that's weird, because usually people after failure they figure out how to succeed, but not during the process of failure.

I am full of thoughts, and I don't know if all of them thought the same, but i am open to hear all of their ideas and thoughts and accept them.

I am so excited for the movie session. I can't wait, since our teacher said it is related to the poem, we paved the way and today we will walk through it. I'm thankful for those classes for letting me express myself and my mind. I really am.

Table 4.3.6.5: Example of Student Willow's Thinking Journal

The table above shows student Willow's journal entry and how it reflects her experience with the literature class, particularly her engagement with a poem and the anticipation of discussing a movie. By applying the newly added questions from the enhanced checklist, we can analyze Willow's reflection to highlight how she demonstrates metacognitive awareness, compelling argumentation, and dialogic literary argumentation.

In the journal, Willow showed her openness to her peers' ideas and thoughts, suggesting a positive and respectful classroom environment; this reflects an inclusive atmosphere where students feel comfortable sharing and engaging with diverse perspectives, which answers question one. In the journal, Willow supports her interpretation of the poem with textual evidence and reasoning; she clearly explains her shift in understanding, demonstrating the use of evidence and warrants to support her claim, which answers the second question. Moreover, while she did not directly address how people's choices impact outcomes, her reflection on the poem's ending and the idea of surrender during failure suggests an awareness of how choices and perspectives can impact outcomes. Regarding the answer to the fourth question, Willow's interpretation of the poem provides insight into the human condition, specifically the struggle with dark thoughts and overthinking. Her analysis reflects an understanding of the complexities of human emotions and experiences.

By considering her colleague Rose's perspective about the poem, Willow's argument evolved after considering her colleague's interpretation; this change demonstrates how dialogic engagement with peers can refine and deepen one's understanding of the material. As a result, Willow found the need to reread the poem, which led to changing her position after listening to her friend; this shift highlights the influence of peer perspectives on her understanding. Consequently, Willow's journal entry showcases her engagement with the enhanced checklist questions, reflecting metacognitive awareness, effective argumentation, and dialogic literary argumentation; this exemplifies how students can use the enhanced checklist to deepen their understanding, refine their arguments, and engage thoughtfully with literary texts and their peers through formative self-assessment.

Following the regular formative assessment, we reach the summative assessment, which will be a bit more structured, confining to the requirements of academic writing while adhering to the objectives of this approach.

4.3.6.2. Summative Assessment Practices

Summative assessment practices in this approach were based on essay writing; before starting the summative assessment, students were guided through how this process would be handled to raise their awareness of their learning, even when it comes to assessment. So, first of all, we discussed what makes good argumentative writing; this opens students' awareness of defining what matters to them in writing and what is supposed to be met from the teacher's perspective and academic expectations. The student, through this conversation, agreed that

the style and how convincing the arguments are what matters; they supported content over structure while keeping in mind the coherence and cohesiveness of the work.

Teacher: What makes good argumentative writing?
Jane: For me style is what matters
Farrah: For me, no matter his style or language, I do believe that if I read something and I am convinced, I will say that this is good argumentative writing.
Teacher: What makes you convinced?
Kilwa: The arguments that he will mention may be the way he will tackle the ideas.
Rose: So, for me, I share the same idea with Kilwa because when I read an argumentative piece of writing, it should change my way of thinking, convince me, and give me Evidence or something that can change my point of view. This means that the foundation should be really solid, and it should convince me, that not everything can eventually do, so this is it.
…
Kilwa: Even the style plays a vital role and is very important. For example, sometimes, when you read someone's work, when the style is attractive, the work will look more creative, and you will be convinced automatically, but the content is the base, of course.
Zoro: Of course, the style is important. The language is important. when you read a piece of literature you feel like you are going smoothly from one piece of information to another and that's perfect. You can even finish the work in one day or two days because of what because of the language.
Teacher: coherence and cohesiveness

Table 4.3.6.6: Students Positions Toward What Makes a Good Argumentative Writing

The table shows students' positions on what makes good argumentative writing. The overall positions emphasize an excellent style of writing, convincing argumentation, language, cohesiveness, and coherence. The criteria provided by the students are academically valid to assess good argumentative writing; from this, we understand that students are aware of the required structure and content of argumentation in writing; now, we need to show them how their essays will be scored.

In scoring students' argumentative writing essays, we referenced the" IB English HL (high level) argumentative rubric" provided by Mrs. Hill in the study of Seymour et al. (2020). This rubric Scores the use of claims, evidence, warrant, organization, and Grammar. A sample of the rubric can be found in (Seymour et al., 2020. pp.121-122). Provided that the focus will be more on ideas, the rubric was presented to students for self-assessment as well as peer assessment, so after the student writes his/her essay, it will be scored using this rubric; the scoring process will be done by the student's peers, the teacher, and the student him/herself. After this, it was time to assign the writing to the students.

The selection of the summative assessment tasks was so exciting for the students. At the beginning of this teaching experience and this research, the text selection for this semester's syllabus was based on students' favorite literary works that they had already read or were willing to read. Each student provided his list, and the literary works selected in the syllabus were similar to what the student provided but from different literary periods. For the writing tasks, each student was asked to make the connection between his favorite book provided in the list before the program and the similar book in the syllabus. For example, student Gojo likes the literary work *"To Kill a Mockingbird"* by Harper Lee; he was asked to write an argumentative essay relating the themes of this literary work with the theme and discussion

we had about *"The Great Gatsby."* The students were thrilled to know about their tasks since they related to their interest in literary works. The table below shows some of their feedback:

Rose: Well honestly speaking, for the first time I make a comparison between two works, I found this really enlightening, something new, something different and innovative, I truly like both works and it was amazing to write this making comparison, and finding similarities and differences between them so it was something that I have never done before, and I found myself trying to convince you to read the book that I have read. **Emma:** Actually for me it was complicated, I was hesitant, In the comparison I didn't know should I do this or should I do that, it's the first time I do such a work, but it was really exciting. **Kilwa:** Yes, it's challenging but it needs effort not in writing but in formulating ideas, in addition to the idea of rose, I can say that the fact that we've talked about the works before together in the classroom and made a dialogue helped a lot in doing the writing.

Table 4.3.6.7: Some Students' Feedback on their Experience Writing Essays

The table above shows students' feedback on their experience writing the essays that combine both The Works they enjoyed reading before the program and the works we have discussed in the program. The students did not deny the complexity and hardship of making the connections, mostly because this is the first time they have done this. However, they also admitted that engaging with the work was exciting, learning from it, and trying to convince others with their writing. This writing experience, although challenging, is essential for intellectual growth and developing new skills. The recognition of difficulty underscores the rigor of the task, highlighting the task's effectiveness in challenging students. The high level of engagement with the task is crucial for effective learning, as it motivates students to invest effort and think critically about the material; the theory behind this task selection is to boost students' excitement at the beginning of the writing experiences to make it stimulating and intellectually rewarding to do the writing tasks at least at the beginning of the teaching experience, later on, after boosting students perseverance, resilience, and determination in dealing with argumentative writing, they could be introduced to other writing tasks that do not directly relate to their interest, at that stage they would be ready to engage deeper with complex literature.

The writing task's ability to challenge students and Foster essential academic skills in essay writing suggests that it's successfully achieved its educational objectives by combining higher-order thinking with dialogic literary argumentation. As mentioned previously, the scoring of such tasks was made by the student who performed the task himself or herself, his colleagues, and the teacher.

The IB English HL rubric was presented in front of the students when discussing the scores of each work; the scores were allocated to each element in the rubric, and the students, alongside the teacher, provided arguments for why each score was allocated to every element. The table below shows five students' overall scores as an example of the first self and peer assessment; we called it the first assessment score because, after the self and peer assessment, students were granted the opportunity to rectify their writing according to the first assessment results.

The student	**The First IB English HL Assessment Score/20**

Emma	11/20
Kilwa	15/20
Rose	14/20
Gojo	13/20
Willow	15/20

Table 4.3.6.8: The First IB English Assessment Scores/20

The data above show students' overall scoring in the IB English HL argumentative writing rubric. The results of students' argumentative writing scores range between 11/ 20 and 15/ 20. The scoring does not depend only on the rubric but also on students' arguments and the teacher's arguments about each work; the objective here is that each student is convinced with his/her score; in this way, the students would be aware of level and progress and at the same time use effective argumentation even for assessment. We will provide the arguments provided by students and the teacher in assessing the first writing assignment of student Gojo, where he made the connection between *"To Kill a Mockingbird"* and *"The Great Gatsby."*

Rose: If I were you, I won't use any reference, I will focus on comparing between the two books, and it will be my own work using my own ideas.
Lana: If it was me, I would tackle this in a more creative way, I would talk about how this book discusses an idea and how the other book discusses it and so on and so forth.
Teacher: Since you have seen both works, I would have loved if I saw your touch, your evidence, your own ideas, I wanted to feel Gojo in this work, but here you focused a lot on showing the best ideas that you neglected what we discussed about a good argumentative essay
Gojo: I have a bad habit of thinking differently than what I write, when I write something I usually focus on the structure, after all three years at university where an influence on how I write.
Teacher: Tell me Gojo, how would you have made your work better?
Gojo: If only I didn't provide notes and have written a complete essay, it would have been better to understand and for others to be interested in my work, because I know myself, I know I can write better.
Teacher: You have the chance to make your work better and send it again
Gojo: I was going to do that before you ask me, I was going to ask if I would be granted the chance to rewrite my work.

Table 4.3.6.9: Self and Peer Assessment of Gojo's Essay

The table above shows the self and peer assessment of student Gojo's argumentative writing task, evaluated using the IB English HL argumentative writing rubric. The self and peer assessment, alongside the teacher's feedback, highlight areas for Improvement and reflection on Gojo's writing process and mindset. Rose suggested that Gojo should rely Less on references and more on personal analysis and creativity in his work; this illustrates that Rose felt a need for more originality and personal insight in her colleague's work. Lana, on the other hand, suggested showing a more comparative analysis of how each book addresses similar ideas, encouraging a dynamic and engaging method of presenting his arguments. The teacher's feedback focused on incorporating personal insights and evidence in argumentative

writing, aiming to guide Gojo toward developing a more authentic and personally reflective essay aligning with the assessment rubric's expectations. In addition, Gojo acknowledges a disconnection between his thoughts and what he wrote; he admits focusing on structure over content to be influenced by academic training, and his self-reflection reveals an awareness of the discrepancy between internal ideas and written representation. Recognizing this habit is a crucial first step towards improving the coherence and authenticity of his writings; he demonstrated a proactive attitude towards Improvement by aiming to provide a more comprehensive and engaging written work.

The feedback and self-assessment of all student's works highlighted vital areas to focus on, fostering growth in their argumentative writing abilities and aligning their work more closely to the essential elements of effective argumentative writing. As a result, the second IB English HL argumentative writing was performed in the same manner after students rectified their writings following the feedback and self-assessment; the table chart below alongside the table shows the results of both the first and second assessment scores.

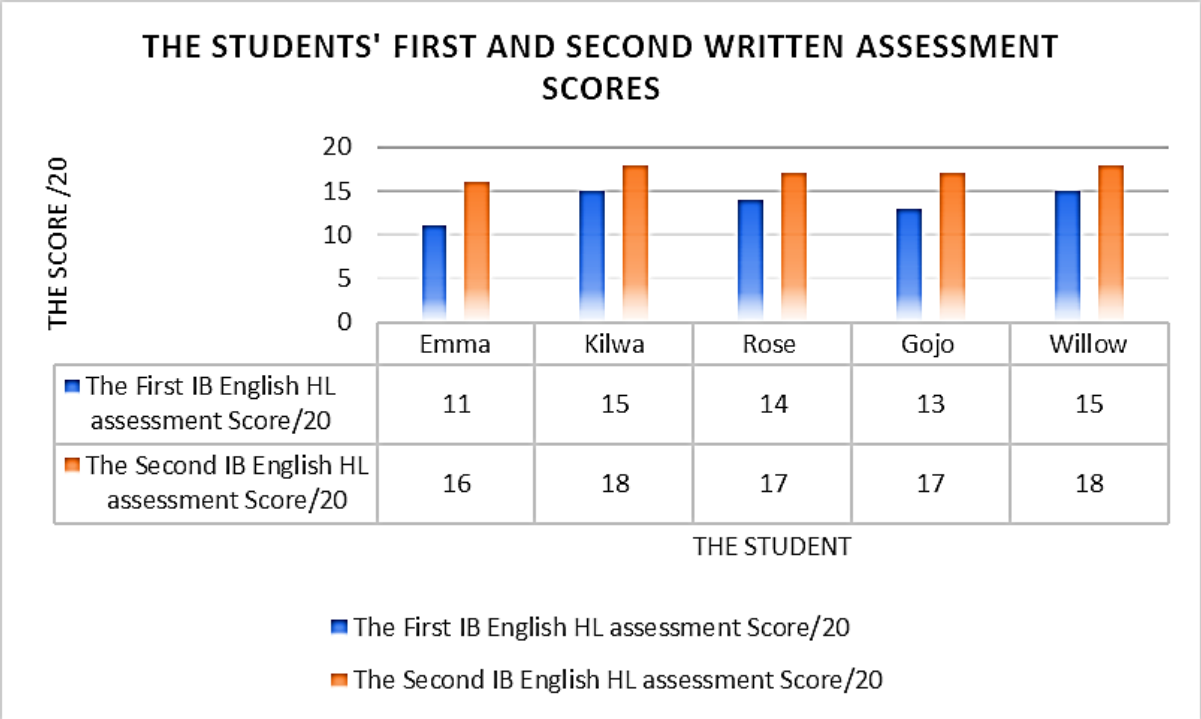


Fig 4.3.6.1: The Students' First and Second Assessment Scores

The chart above compares the first scoring of students' argumentative writing and the second after Peer and teacher feedback along with self-assessment. This process significantly impacted the students' argumentative writing abilities, as demonstrated by improved scores from the first to the second IB English HL assessment rubric. The table shows the scores of each student first and second assessments, highlighting the positive changes after implementing the feedback and self-assessment. The students' notable Improvement reflects their ability to incorporate feedback and enhance their writing; this progress suggests an increased clarity in presenting arguments, more effective use of evidence, according to the tasks' nature enhancing critical thinking, and overcoming writing challenges.

4.3.6.3. Assessment Practices and Feedback: Results and Discussion

The fusion approach between dialogic literary argumentation and metacognition necessitates the application of both formative and summative assessments to ensure students can effectively Implement what they have learned in their written tasks. These tasks should combine higher-order thinking with meaningful argumentation, activated through prior knowledge and class discussions. The latter was recently proven to enhance students' persuasive writing (Al-Adeimi & O'Connor, 2021). Both formative and summative assessments should appeal to students' interests, at least at the beginning of the application of the approach, as this increases their engagement and results, as well as openness to deal with other works that do not entirely relate to them. The scoring involves self-assessment and peer assessment, supported by teacher feedback; this fits in coordination with Webb (2021), who emphasizes regular and effective feedback both from the teacher and themselves to assist students in keeping score of their progress (Webb, 2021).

This approach entails that formative assessments are opportunistic and arise during class discussions. They require students to use critical thinking and argumentation skills to solve problems or creatively express their ideas, emphasizing ideas and content more than structure. An example is the discussion in *"John Locke's essay concerning human understanding,"* where students were asked to convince Locke of the innateness of certain principles, especially the belief in God. Kilwa's response integrated her knowledge of linguistics and Islamic teachings to present a compelling argument (Table 4.3.6.1). Formative assessments also encouraged creativity. As cited in Kolencik and Hillwig's research, it stresses the significance of teaching methods to foster students' uniqueness and creativity, creating lifelong independent learners (Kolencik & Hillwig, 2011). For instance, students defined what "*Home*" meant to them after discussing *"The Odyssey."* this task allowed students to connect personally with the material, as seen in Kilwa's and Rose's responses (Table 4.3.6.3), Which tied their definitions of home to their personal experiences and feelings. These formative assessments showed that students could critically analyze and synthesize information, and the self-assessment and peer feedback process highlighted areas for Improvement, fostering growth in students' argumentative writing abilities. The creative assignments, such as defining *"Home,"* demonstrated the importance of incorporating personal connections even into writing tasks.

Students were encouraged to use thinking journals to reflect on their learning. Kolencik & Hillwig asserted that thinking journals are a powerful tool for nurturing metacognitive awareness (Kolencik & Hillwig, 2011). Guided by an enhanced checklist that included questions aimed at fostering not solely metacognitive awareness as provided by Kolencik and Hillwig, but also effective argumentation and dialogic literary argumentation objectives (Table 4.3.6.4). Willow's journal entry (Table 4.3.6.5) demonstrates this reflective practice; she used textual evidence to support the interpretation of a poem and expressed openness to peer perspectives, showing engagement with the enhanced thinking Journal checklist. Through her journal, she used textual evidence to support her interpretation, so she even used argumentation in her journal, and she expressed openness to peer perspectives, showing engagement with the enhanced checklist questions; due to length issues, we could not share all student's journals along the program, but the results were auspicious, even though the consistency of writing journals was not as regular as writing each lesson, but it still occurred.

The summative assessment in this approach was based on essay writing; students were guided on what makes a good argumentative essay first, emphasizing style, convincing arguments, coherence, and cohesiveness, which were articulated by the students rather than the teacher, the point behind discussing such elements is to raise students' awareness of their writing before they start applying them (Table 4.3.6.6). The IB English HL rubric from Mrs. Hill's classroom in Seymour et al. (2020) was used for scoring, which involved self-assessment, peer assessment, and teacher feedback. This rubric focused on claims, evidence, warrants, organization, and Grammar. Similarly, Haro et al. (2022) asserted that essays should present arguments in line with Toulmin's framework for argumentation (Haro et al., 2022). The selection of the summative assessment tasks is as important as all what the students were trained to do in this approach and the teacher's role; the tasks were based on students' favorite literary works, combined with Works discussed during the program. This approach boosted student engagement by connecting the tasks to their interests. Feedback from students like Rose and Emma indicated that while the task was challenging, it was also intellectually stimulating and rewarding (Table 4.3.6.7). The summative assessment scores showed significant Improvement from the first to the second assessment after incorporating feedback (Figure 4.3.6.1). This process demonstrated the effectiveness of self-assessment and peer feedback in enhancing students' writing skills. The first assessment skills scores ranged between 11/20 and 15/20 (Table 4.3.6.8). The latter was implied in Seymour et al.'s (2020) observation, entailing that teachers enhance students' writing through peer feedback and encouraging students to self-evaluate their writing (Seymour et al., 2020). The second assessment scores improved significantly, reflecting students' ability to incorporate feedback and enhance their argumentative writing. As seen in Gojo's self and peer assessment, the feedback process highlighted the importance of personal insights and evidence in argumentative writing. His acknowledgment of writing habits and proactive attitude towards improvement shows the impact of reflective practices on writing skills. Feedback received from instructors and peers regarding arguments was proved to impact self-efficacy as cited by (Yıldız-Feyzioğlu & Kıran, 2022).

The data underscores the effectiveness of well-structured feedback and self-assessment in enhancing students' writing skills and achieving better academic outcomes, especially when the writing relates to their interests and when they are more aware of what they are doing and what is expected. The nature of the writing tasks ensures the use of both dialogic literary argumentation and metacognitive strategies in making connections through writing, and the approach of assessing this summative assessment targets the same objectives because even in scoring, the students used argumentation for self and peer feedback. Seymour et al. (2020) demonstrated that the evaluation in dialogic literary argumentation is also a collaborative task (Seymour et al., 2020).

These results align with and probably solve the problem of students' engagement with the literature classroom highlighted by literature teachers of Algerian higher education EFL; by incorporating personal connections, creativity, and reflective practices, students develop a deeper understanding of the material and improve their ability to construct well-supported arguments. The continuous use of self-assessment and peer feedback, along with engaging and relevant tasks, fosters meaningful and compelling learning experiences, addressing the challenges of teaching English literature in Algerian higher education.

Even though the results above highlighted a remarkable increase in students' metacognitive awareness and the usage of metacognitive strategies throughout the application of this approach, it is necessary to support the data with quantifiable results.

4.3.7. Metacognitive Awareness and Reflection

The last step in investigating the effectiveness of the fusion between dialogic literary argumentation and metacognition in teaching literature in the EFL context would be measuring students' metacognitive awareness and reflection during the teaching experience. As the metacognitive awareness inventory (MAI) is the usually used reference to measure metacognition, research indicates that this inventory's results are not 100% reliable because the students are the ones who answer the inventory. Since we have the detailed transcript of the sessions, we will follow an alternative approach to measure students' metacognitive awareness and reflection.

The data was sourced from 18 classroom transcripts divided throughout the semester. These transcripts documented interactions and discussions between students and the teacher across various lessons, as used in previous data collection techniques in this research. The transcripts were converted to plain text format to facilitate detailed analysis. The analysis was structured around the following metacognitive and reflective categories:

- **Self-questioning (SQ):** In this category, we measure instances where students question their understanding or post questions to deepen their comprehension.
- **Planning (PL):** In this category, we measure instances where students demonstrated planning or outlined steps for future tasks.
- **Monitoring (MN):** This category measures instances where students monitor their progress or evaluate their understanding.
- **Evaluation (EV):** In this category, we measure instances where students evaluated their own or others' work.
- **Personal Reflection (PR):** In this category we measure instances where students reflected on their personal experiences or learning processes.
- **Critical Analysis (CA):** This category measures instances in which students critically analyze concepts, ideas, or arguments.
- **Application of Learning (AL):** In this category, we measure instances where students applied learned Concepts to new contacts or personal experiences.

The selected categories cover the broad elements of metacognitive and reflective practices to ensure a valid analysis of how students engage with and think about their learning processes. Each category is closely linked to important educational outcomes, such as self-regulated learning, critical thinking, and the ability to transfer knowledge; this aligns with the grounded theoretical Frameworks of metacognition and reflection to enhance the validity of the analysis and ensure that the findings are interpretable. The categories are straightforward to simplify and identify the codes within classroom transcripts, which is essential to ensure consistency in the analysis process.

To analyze the data, each transcript was subjected to a detailed analysis to identify and code occurrences of all the aforementioned categories. This was done both manually and using Python Coding by reading the text and tagging segments that fit each category; the

frequencies of each category were Quantified for each transcript, including summing the occurrences and calculating their percentages relative to the total instances identified in the transcript. The results of all transcripts were then combined, and the combined frequencies and percentages were calculated and visualized in the table below:

Category	**Frequency**	**Percentage %**
SQ	366	23.45%
PL	32	2.05%
MN	30	1.92%
EV	176	11.28%
PR	149	9.55%
CA	119	7.63%
AL	587	37.70%

Table 4.3.7: The Frequency of Metacognitive Awareness and Reflection Practices Across the Transcripts

A bar chart was then used to visualize the combined frequency of each metacognitive and reflective category across all transcripts, the visual representation helps in identifying the prevalence and distribution of different categories

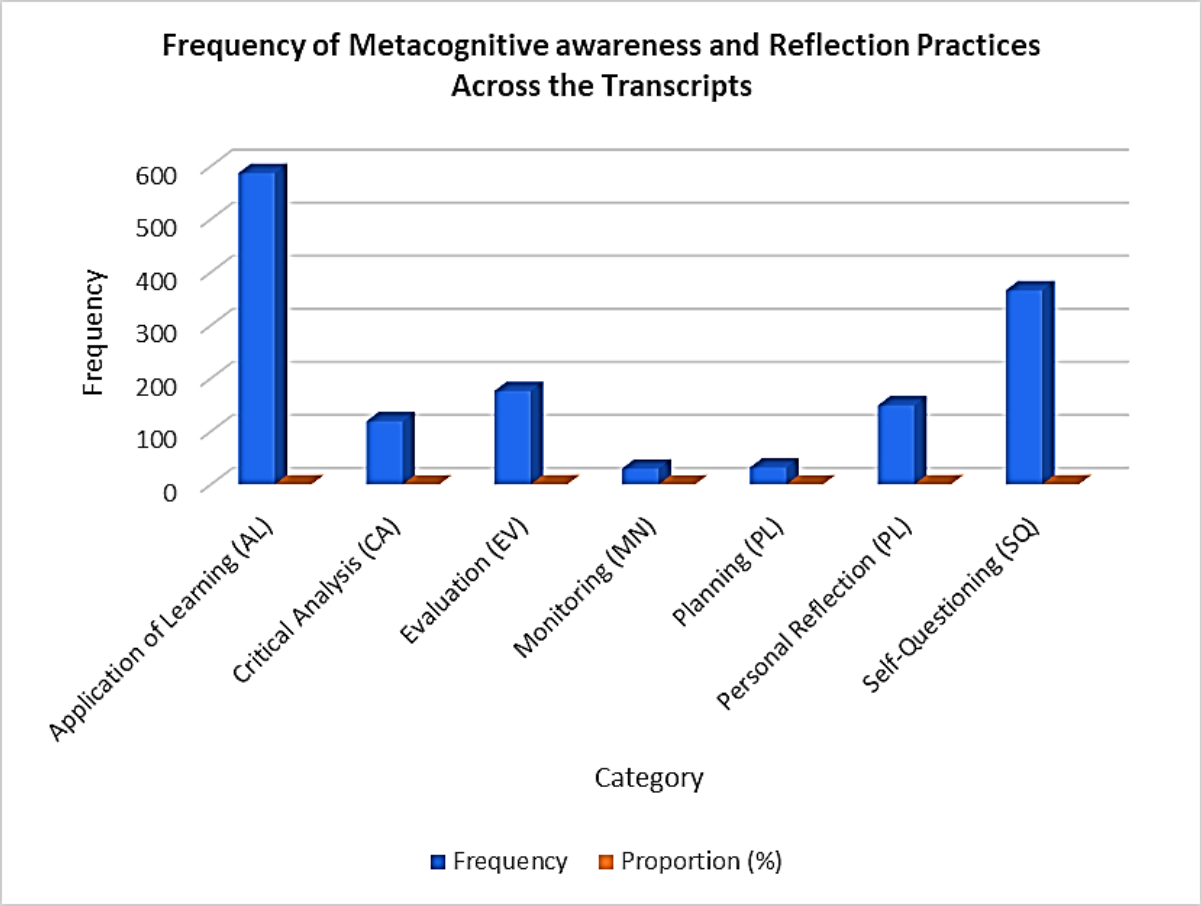


Fig 4.3.7: The Frequency of Metacognitive Awareness and Reflection Practices Across the Transcripts

The bar chart (Figure 4.3.7) visualizes the combined frequencies of each metacognitive and reflective category across all transcripts; this helps represent the distribution of different metacognitive and reflective practices among students. The Application of Learning (AL) category has the highest frequency, with 587 instances, a total percentage of 37.7% occurrence, which indicates that students frequently applied learned concepts to new contexts or personal experiences. It suggests that the instructional methods of combining dialogic literary argumentation and metacognition encouraged students to transfer their knowledge to practical scenarios, reflecting a deep understanding and engagement with the material. Self-questioning (SQ) is the second most frequent category, with 336 instances, a total occurrence of 23.45%; the high frequency of self-questioning shows that students are actively engaged in monitoring their understanding and seeking to clarify their knowledge; this shows that students effectively used the student questions strategies they were trained to apply in their learning process. Evaluation (EV) has 176 instances with a total of 11.28% occurrence; this suggests that students are moderately involved in evaluating their own and others' work; evaluation is a critical metacognitive skill to develop critical thinking and self-assessment abilities. As a result, this frequency shows that there is room for further encouragement in evaluative practices in the classroom. Personal Reflection (PR) Has 149 instances, and Critical Analysis has 119 instances; these categories show that students are reflecting on their personal experiences and critically

analyzing Concepts to a significant extent. These categories are not usually manifested in regular classroom interactions.

Planning (PL) has 32 instances with a percentage of 2.05%, and Monitoring (MN) Has 30 instances with a 1.92%; compared to the other categories, these frequencies are relatively low in occurrence, planning involves setting goals and organizing tasks, while monitoring entails assessing progress and understanding, the lower accurate suggests that students May benefit from more structured guidance and opportunities to engage in these activities, let alone the monitoring was also performed by students in the formative assessment using thinking journals as mentioned previously in this research. All in all, the high frequencies in the Application of Learning (AL) and Self-Questioning (SQ) highlight strong engagement and active learning processes, and the lower frequencies of Planning (PL) and Monitoring (MN) suggest areas for improvement.

4.3.7.1. Metacognitive Awareness and Reflection: Results and Discussion

The final step in evaluating the effectiveness of the fusion approach between dialogic literary argumentation and metacognition in EFL literature teaching involved measuring students' metacognitive awareness and reflection throughout the teaching experience, without which the results would be mundane, as explained by Garcia-Mila & Anderson (2007) without metacognitive awareness, students would mix theory and practice regarding argumentation skills, as results epistemological elements must exist (García-Carrión et al., 2020). A more recent study in 2021 also highlighted the effectiveness of metacognitive scaffolding for improving arguments (Jin & Kim, 2021). The analysis relied on detailed session transcripts to measure students' metacognitive practices. The high frequency of instances where students applied learned Concepts to new contexts (AL), As Illustrated in (Figure 3.4.7), indicates that the fusion approach significantly encouraged students to transfer their knowledge to practical scenarios. This high engagement shows that students could relate their classroom learning to real-world situations and personal experiences, demonstrating a deep understanding and meaningful engagement with the material. The analysis of the data also showed evidence that students frequently engaged in questioning their knowledge and seeking clarification; this practice was crucial for fostering a reflective and self-regulated learning environment, encouraging autonomy, indicating that students were actively involved in their learning processes and were motivated to improve their comprehension and critical thinking skills. Evaluation and personal reflection were moderately frequent, suggesting that students were regularly assessing their own and others' work and reflecting on their learning experiences. These practices are essential for developing critical thinking and self-assessment abilities. However, there is room for further encouragement and support to enhance these skills; this could enable students to think critically about their learning processes and outcomes, leading to continuous Improvement and deeper understanding.

The critical analysis category shows that students were engaged in critically analyzing concepts and arguments; this indicates that the fusion approach effectively encouraged students to delve deeper into the material, fostering higher-order thinking skills and a more profound understanding of literary texts and their broader implications students were not only engaging with material on the surface level but were also analyzing and evaluating it sincerely, which is a crucial objective of higher education. Khalfaoui-Larranaga et al. (2021),

in their attempt to enhance students' reading, underlined that cultivating the skill of complex reasoning about essential issues while considering multiple aspects allows students to assess and analyze information deeply, leading to better comprehension (Khalfaoui-Larrañaga et al., 2021). Consequently, when students applied the objectives of dialogic literary argumentation by building on different perspectives to understand the social themes spurred by literature, they critically analyzed situations; even though they were explicitly guided through metacognitive awareness, they implicitly developed it through the fusion approach.

The relatively low frequency of planning and monitoring learning suggests that students might need more structured opportunities and guidance to develop these essential metacognitive skills; enhancing these areas can help students better organize their learning tasks and monitor their progress, leading to more effective and self-directed learning outcomes. Although keeping track of metacognition is complex, its significance in aiding comprehension of the learning process is undeniable, especially as Teng & Zhang (2022) stressed its effectiveness on text understanding (Teng & Zhang, 2022).

This research results indicate that integrating dialogic literary argumentation with metacognitive strategies and awareness enhanced student engagement, reflective practices, and critical thinking in EFL literature classrooms, addressing the problem communicated by teachers of literature in higher education concerning students not meeting the desired level of critical analysis expected from them, now that they know how to argue, how to assess an argument, and how to back their points of view it changed their deficiencies in critical reasoning.

4.4. Integrating Insights: Conclusions and Future Directions in EFL Literature Pedagogy

Through a mixed-methods approach, this research aimed to develop and evaluate a teaching model integrating dialogic literary argumentation and metacognition to enhance EFL literature education in Algerian higher education. To answer the central research question: “How does the integration of dialogic literary argumentation and metacognition impact the teaching and learning outcomes in EFL literature classes in Algerian higher education?” and the sub-questions:

- What are the current problems facing instructors in teaching literature dialogically in Algerian EFL higher education?
- How does integrating dialogic literary argumentation and metacognitive strategies affect student engagement in EFL literature classes?
- How do these strategies affect students' critical thinking and ability to construct well-supported arguments?

The findings offer profound insights into the challenges confronted by instructors in teaching literature in Algerian EFL higher education, the influence of integrating dialogic literary argumentation and metacognitive skills on student engagement, and the advancement of critical thinking and argumentation skills, addressing the specific issues underscored by teachers.

4.4.1. The Reflections on Research Findings

The study revealed significant challenges in adopting dialogic teaching methods in Algerian EFL higher education. Interviews with teachers highlighted feelings of detachment from didactical studies, reliance on random and unconscious teaching methods, and frustration due to students' random responses without achieving the desired level of critical analysis. Teachers cited time constraints, curriculum design issues, and a fear of deviating from established perspectives as significant obstacles. These challenges indicate a need for comprehensive teacher training and curriculum reforms to foster more interactive and meaningful learning environments. The findings of this research directly address these challenges by providing a structured approach to integrating dialogic literary argumentation teaching and metacognitive strategies, aiming to bridge the gap between theoretical understanding and practical application suggesting solutions in the realm of the new fusion approach

➢ **Text Selection**

Text selection was crucial in addressing students' engagement and learning outcomes. The study found that students were more engaged with contemporary and postmodern texts, such as "*Me Before You*" and "*Think Like a Monk*," which resonated with their interests and personal development. In contrast, classical texts like "*The Iliad and the Odyssey*" and *"Macbeth*" were less engaging due to complex language and historical context. By selecting texts that aligned with students' interests and providing additional support for more challenging works, the research demonstrated that relevant and accessible literature could significantly enhance student engagement. Additionally, integrating the material through multimedia tools and various representations, such as movie adaptations, chapter readings, documentaries, podcasts, and YouTube videos, further boosted student interest and comprehension. These multimedia resources made the literature more accessible and relatable, catering to different learning styles and helping students connect with the material on multiple levels and providing them with interpretive tools for better argumentation results. This finding could address the problem of students' need for more interest in outdated literature and supports the need for curriculum updates to include texts that are more relatable to students.

➢ **Development of Critical Thinking and Argumentation Skills**

Students initially had a basic understanding of claims and evidence but struggled with the concept of warrants. Through targeted activities like the "*slip or trip*" exercise and the introduction of Toulmin's model of argumentation, students began to construct more comprehensive arguments. Graphic organizers and regular practice helped them visualize and connect claims, evidence, and warrants, resulting in well-structured and cohesive arguments, which are the essential starting point for effectively implementing dialogic literary argumentation. By the end of the program, students demonstrated significant improvements in argumentation skills, showcasing their ability to provide well-supported claims with clear

evidence and logical warrants. This development can address the critical reasoning skills highlighted by teachers in the interview and equip students with the tools to engage in meaningful and structured literary discussions.

➢ Teacher's Role

The teacher (researcher) played a crucial role in this approach, acting as a guide, facilitator, mediator, and motivator. Our active participation as a third party in classroom discussions and active participation in all the tasks and interpretations, including the application of dialogic literary argumentation objectives and metacognitive strategies, helped reduce our authoritative presence, promoting student autonomy, especially regarding the interpretation of literature through open-ended questions. Recognizing and utilizing teachable moments where the teacher had to intervene at moments to administer vocabulary knowledge, refer to literary theories, or extend guidance with challenging literary texts enriched students' understanding and expanded their linguistic and conceptual knowledge, leading to a more comprehensive engagement with classroom discussions and providing analysis tools that could be used for practical argumentation; the teacher ensured loyalty to the latter results. Effective questioning strategies were used by the teacher to attain the objectives of understanding what it means to be human together while fostering awareness of different aspects discussed in the literary classroom, promoting critical thinking and deeper engagement, and aligning with dialogic teaching principles. Teachers' engagement and guidance were essential in bridging the gap between theoretical understanding and practical application, enhancing student learning outcomes. This approach could address the problem of Algerian literature teachers' reluctance to adopt innovative methods and empower them to create more dynamic and interactive learning environments.

➢ The Impact on Student Engagement

Integrating dialogic literary argumentation and metacognitive strategies significantly enhanced student engagement, addressing the problem of student disengagement highlighted by teachers. Initially, students struggled with pre-reading questions and think-aloud metacognitive strategy, but with consistent guidance, they began to appreciate these techniques. These strategies set the purpose for reading and encouraged students to articulate their thoughts, leading to more structured and meaningful engagement with texts. Collaborative activities, when students build on each other's ideas to understand characters' choices as well as relate them to the broader sense of making the world a better place, free of judgments and biased opinions through the use of divergent and evaluative questions, enhanced students' critical thinking from the art of questioning, it also developed a sense of listening to each other more carefully to reach consensus. In addition, implementing activities that encourage making connections between texts discussed in the syllabus, knowledge about the world, and prior knowledge fostered a sense of community and increased investment in the material. Reflective questions at the end of lessons and the use of thinking journals further promoted self-reflection and a deeper understanding of the implementation objectives of dialogic literary argumentation, an encompassing sense of what it means to be human

together. The explicit communication of classroom objectives with students fostered their awareness of learning and the reasoning why they are dealing with literature in the EFL context. This transformation in student engagement might directly respond to teachers' concerns about students' lack of interest and participation in literature classes.

➢ **Integrating Identity and Personhood in Learning**

Integrating dialogic literary argumentation and metacognitive strategies enabled students to explore what it means to be human and how circumstances impact outcomes. Discussions about characters' choices, personal reflections on societal norms, and the use of personhood in analyzing texts through teacher and students' questioning techniques fostered empathy and a deeper understanding of human behaviors, which automatically relates to developing metacognition through interpreting texts while considering and empathizing with the other. Students frequently related literary themes to their own experiences, enhancing their engagement and making learning more relevant. This approach highlighted the importance of personal reflection through asking divergent and evaluative questions as well as empathy in developing a comprehensive understanding of literary texts and their broader implications. By addressing students' reluctance to engage with outdated literature and making learning more relevant to their experiences, this strategy might directly respond to the disengagement problem identified by teachers.

➢ **Assessment Practices and Feedback**

The fusion approach utilized both formative and summative assessments to ensure students could effectively implement what they learned. The selection of formative assessments arising from class discussions emphasized critical thinking and creativity. Self-assessment and peer feedback were integral, fostering growth in students' argumentative writing abilities. Summative assessments focused on essay writing, where the tasks also relate to students' interest, mainly through comparative literature to their previously read literary works, guided by clear criteria defined by the students themselves through teacher guidance and involving self-assessment, peer assessment, and teacher feedback. This approach demonstrated significant improvements in students' writing skills and engagement, highlighting the importance of well-structured feedback and reflective practices. These assessment practices could address the problem of students' inability to construct well-supported arguments and enhance their overall academic performance.

➢ **Enhancement of Metacognitive Awareness and Reflection**

The fusion approach effectively enhanced students' metacognitive awareness and reflective practices. High engagement in applying learned concepts to new contexts and frequent questioning of knowledge demonstrated a deep understanding and meaningful engagement with the material, especially through the application of the objectives of dialogic literary argumentation concerning literature gaining meaning through our use of it and persistence on integrating personhood in collaboratively understanding characters’ choices

and how they affect outcomes. Evaluation and personal reflection were moderately frequent, suggesting room for further encouragement to develop these skills. Integrating dialogic literary argumentation with metacognitive strategies significantly improved students' critical thinking, reflective practices, and overall learning outcomes. By fostering a reflective and self-regulated learning environment, this approach might address the problem of students not meeting the desired level of critical analysis expected by teachers.

4.4.2. Recommendations for Enhancing EFL Literature Education

Several key findings emerged based on the analysis of student engagement and the effectiveness of integrating dialogic literary argumentation with metacognitive strategies. These findings highlight the importance of personalized text selection, the need for explicit training in argumentation skills, the importance of the teacher's role in the learning process, the nature of student engagement in this approach, the relevance of using identity and personhood informing arguments, how to address formative and summative assessment while maintaining the objectives of the strategy, and the benefits of metacognitive and dialogic approaches. To further enhance the teaching of literature in EFL contexts, especially in Algerian higher education, the following recommendations are proposed:

4.4.2.1. Provide Professional Development for Teachers

After the interviews conducted with teachers of EFL literature in Algerian higher education, we recommend extensive training for teachers, whether currently practicing or pre-service ones. The detachment of literature teachers from didactical practices is a severe problem; before applying any approaches, the teachers should have background knowledge on all aspects of didactics and not the kind of didactics they have been exposed to while students themselves. This implies the first step of developing the necessary skills to apply dialogic instruction in their classrooms effectively. Starting with dialogism, in general, could be beneficial before moving to more complex training in approaches to literature teaching. These trainings might help instructors understand the techniques of dialogic teaching, reducing their frustration and improving student engagement. This recommendation is an essential start towards the extended approach we investigated in this research, which is about blending dialogic literary argumentation and metacognitive awareness to address the remaining articulated problems by the teachers of literature.

4.4.2.2. Integrating Dialogic Literary Argumentation and Metacognitive Scaffolds in Teaching EFL Literature

Dialogic literary argumentation offers a new way of looking at the role of literary texts in education. It emphasizes their importance in exploring human experiences and inspiring real-world action. Instead of viewing literature as untouchable or a cultural heritage, this approach treats literary texts as tools to deepen students' understanding of human complexities. While we continue defining the goals of teaching literature in EFL in Algeria to develop students' cultural knowledge, this method sees literary texts as a means to enhance students' discussions and reflections on life. However, more than acknowledging this approach's effectiveness and application, Students must build awareness of any approach they

are undergoing in the curriculum; this entails developing epistemic thinking-metacognition-epistemic thinking, which involves understanding knowledge and how we acquire and evaluate it; this ties closely to dialogic literary argumentation, which views ideas about the world and human experiences as valuable for well-being rather than absolute truths. Developing epistemic thinking can enhance dialogic literary argumentation, especially as students become aware of its use. From this, we advocate the use of the fusion model. The recommended details of its application will be explained in the following titles.

4.4.2.3. Personalized Text Selection

Teachers should select texts that align with students' interests to maximize student engagement and relevance—emphasizing contemporary and postmodern works, which resonate well with students due to their relatable themes and practical insights. This recommendation doesn't mean we do not deal with classical texts and outdated literature; even selecting those texts should align with students' interests and language levels. When students are interested in the material, it can improve their emotional stability and ability to absorb information. This increased interest naturally leads to greater eagerness to participate, helping them achieve self-efficacy and autonomy.

Teachers could develop and Implement supplementary resources and strategies to assist students in understanding and appreciating classical texts; this could include annotated versions of the texts, the use of multimedia and movie adaptations of literary works, chapter reading, contextual lessons on historical background, movie adaptations of literary texts, podcasts, YouTube videos, documentaries, quotes, pictures, and structured, guided discussions using the fusion approach to help students navigate the complex language and themes. Given the materials and media used in the classroom, students today, especially after COVID-19, are more inclined to use advanced digital devices. As teachers, we must keep up with this trend and incorporate contemporary materials that align with students' interests and motivations.

Another key recommendation we'd like to underscore is the early design of the literature syllabus and the provision of assigned readings to students in the EFL Algerian higher education context. By making these resources available as early as the end of the year, students can use their summer break to read and understand the texts. This approach provides them with ample time to engage with the material before the school year begins, thereby enhancing their learning experience.

4.4.2.4. Introduce Structured Argumentation Frameworks

Teachers should train students to use structured frameworks like Toulmin's model of argumentation to help students understand and effectively use claims, evidence, and warrants in their arguments. Introducing this model improved students' ability to construct comprehensive arguments significantly. Structured Frameworks provide a transparent methodology for argumentation, leading to more cohesive and logical reasoning. Implementing such training could be done through extensive online sessions as early as the beginning of students' courses in EFL higher education; we propose explicit training in argumentation by providing techniques for using and connecting claims, evidence, and warrants. Training students in argumentation elements can address gaps in their

understanding and improve their analytical skills. This implementation should be done by incorporating Metacognitive strategies such as graphic organizers to regularly help students visualize the relationships between claims, evidence, and warrants. Graphic organizers were effective in assisting students to connect their ideas, leading to more structured and cohesive arguments. We endorse using visual aids to enhance understanding and retention of complex concepts. However, when students are deeply engaged in discussing a literary work, they should be able to use the correct terminology and argumentation techniques. Teachers should recognize when to step in and introduce these elements without disrupting the flow of discussion.

Integrating metacognitive activities that encourage students to reflect on their learning processes and the reasoning behind their arguments helped students develop greater awareness of their learning processes, leading to more autonomous and confident participation. Reflection on this training enhances critical thinking and the ability to self-assess and improve. In doing so, we urge teachers to offer personalized feedback and continuous assessment to track students' progress in argumentation skills, whether through self-assessment, peer assessment, or teacher feedback: constant assessment and customized feedback working to demonstrate steady Improvement in students' argumentation abilities. Developing targeted strategies for training in effective argumentation addresses the common challenges identified in literature classrooms in Algeria, such as providing random answers; this can improve students' engagement and the quality of their contributions to the literature discussions.

4.4.2.5. Fostering Teacher Engagement

This research encourages teachers to actively participate in classroom activities alongside students, taking on the roles typically assigned to them to students, encouraging students to take control of discussions and facilitate classroom activities; such typical roles could be peer assigning, which promotes student autonomy and reduces Reliance on the teacher for validation. It helps students develop leadership skills and actively participate in their learning process. This approach minimizes the teacher's Authority and dominance, promoting student autonomy and making students more comfortable expressing their ideas. It also introduces the teacher as a model for the strategies students are required to apply, indirectly guiding discussions and increasing the application of those strategies. This engagement of the teacher as a third party in the classroom maintains their responsibility as a guide.

Moreover, teachers must recognize teachable moments when they occur in the classroom to introduce new vocabulary, explain literary Concepts, and clarify complex ideas. Seizing teachable moments enriches students' understanding of texts and expands their lexicon and conceptual knowledge; this approach also helps students better understand and use literary concepts, understand literary periods, and enhance their engagement and comprehension. These teachable moments, however, are only for guidance; the loyalty of practices in the classroom should always be to the flow of the discussion and arguing to learn from and about literature. We advocate avoiding mentioning literary theories in the selected syllabus works, allowing historical context to be used by students when needed. As long as students are interested in the material, they can use various media tools to gain more insight. By not

relying on pre-established interpretations, students understand that external aids are tools for understanding, not just references—which, we believe, can be challenging to instill in a generation that sees AI as the future.

When the input becomes increasingly challenging, teacher guidance could incorporate metacognitive activities such as mapping, reflective journals, and self-assessment exercises to help students visualize and understand complex texts. This would help students develop a greater awareness of their learning processes and enhance their ability to engage with complex material. These activities also promote critical thinking and self-regulation.

The teacher's most crucial role in this approach is to use various questioning strategies to Foster critical thinking, reflection, tension, and deeper engagement with the literary texts. Effective questioning helps students distinguish between evidence and warrants, reflect on their learning, build on each other's ideas, and connect discussions to broader human themes, one of the most critical objectives of dialogic literary argumentation. This approach makes literature more relatable and meaningful.

The research results suggest that teachers clearly define and communicate the objectives of teaching literature to students, particularly in dialogic literary argumentation and metacognitive awareness. Students should be taught that their primary focus should be their classmates. Together, they are the core of their knowledge, helping each other reach high awareness and self-efficacy in learning. Moreover, the students must know that the objective is to understand what it means to be human together. Within the discussion of literature, the awareness of their learning process, the use of critical thinking and higher order processes to provide effective argumentation, Learning from and about literature through considering each other's ideas, their prior knowledge, their knowledge about the world, how people's decisions affect outcomes, Assessment practices, feedback, and all that is used in the approach must be communicated with the students to remove ambiguity and set the goals to be followed all along the literature syllabus no matter how small, this is also part of raising students' awareness.

Similarly, the approach addresses students' emotional stability and motivation by explaining the relevance and objectives of discussing complex literary works. Understanding the purpose behind studying difficult texts can increase students' motivation and emotional investment in the material. This approach helps maintain their emotional stability and makes them more adept at encoding and retaining information.

The research sets the floor for teachers to encourage innovative and student-centered methods; it supports and enables teachers to adopt innovative strategies that empower student-centered learning and autonomy. This helps balance curriculum standards with the desire to foster meaningful classroom discussions. This approach can overcome teachers' reluctance to adopt new methods and enhance student engagement and learning outcomes. We should highlight that the literature classroom is not linguistic; it is also not a civilization classroom; this classroom is dedicated to discovering a wide variety of literary texts and poems without any interference with other modules; it is a classroom to argue to learn through literature to discover its dynamic elements that relate to human understanding.

4.4.2.6. The Dynamics of Student Engagement

Introducing Preparatory questions before reading helps students set a purpose for reading and engage more meaningfully with the text. These preparatory reading activities and inputs are essential for warming up students and helping them provide well-constructed arguments. Also, this strategy transitions students from immediate analysis to a more structured and practical approach. Alongside these questions, the teacher could introduce the think-aloud strategy to promote self-awareness and facilitate peer learning. By verbalizing their thoughts, students become more invested in the material and engage more actively in discussions. Encouraging students to ask questions during and after reading Fosters a more interactive and exciting environment, enhancing comprehension and promoting Collaborative Learning and critical thinking. As such, the types of questions asked by the students are also an area for training; training students to ask divergent and evaluative questions helps them connect texts to broader contexts and personal experiences, leading to deeper engagement and improved critical thinking and argumentation skills, this Fusion showed positive results on student engagement with the literary text. Especially with the objectives of dialogic literary argumentation regarding building on each other's ideas to reach a common understanding.

The research recommends planning activities to relate students' learning to personal and cultural contexts based on their knowledge of the world or prior knowledge. This is relevant to their learning as it deepens their understanding of literary texts and reinforces their appreciation and knowledge of cultural norms. The teaching of cultural norms is not provided deductively in this approach; it results from students' discussion and encourages empathy.

The research also recommends designing activities requiring students to connect across different literary texts discussed in the syllabus. This notion helps students develop a more nuanced understanding of themes and characters and see literature as an interconnected field of study, as making connections is much more enjoyable than studying each literary period separately. Through making such connections, students used their own culture as a foundation to understand differences in other cultures and literary periods, enhancing their sense of otherness. However, reflecting on cultural norms should be grounded in the shared human experience, as people's choices in literary texts can often feel familiar, even in different settings. Here, we can attain metacognitive awareness through building connections and human understanding in dialogic literary argumentation.

We recommend incorporating reflective questions at the end of each lesson to help students consolidate their learning and consider how they can apply new information. This promotes reflective and deeper understanding, helping students connect literary analysis to personal and social context, broadening their awareness of the learning process, and always keeping track of the argumentation they convey as a discussion group in the classroom.

4.4.2.7. Promote Empathy and Perspective-taking

Throughout the application of the fusion model, we should maintain and further develop the use of structured discussions combined with metacognitive strategies in teaching literature; this must be and always be the case. These methods have been proven effective in enhancing students' argumentation skills, critical thinking, and reflective abilities. In addition, the results of this research advocate discussions delve into human motives and ethical

decision-making to help students understand complex human behaviors, which are the objectives of dialogic literary argumentation. Such discussions foster empathy and a deeper understanding of the characters and their actions and enrich the learning experience. Since empathy is not only a dialogic literary argumentation objective, it is initially rooted in metacognitive strategies to grow life-long learners. Developing awareness is still one of the main objectives in teaching literature, especially in the Algerian context, where cultural norms and religious teachings are deeply ingrained in our society.

Moreover, the approach endorses integrating opportunities for students to relate their learning to personal experiences and societal context, adding to the previously mentioned idea that connecting literary analysis to individual and societal reflections makes learning more relevant and meaningful, increasing student engagement. These activities encourage students to reflect on their personhood with the literature they study, fostering empathy, appreciation of diverse perspectives, and understanding of the material. Again, we highlight all the steps that should continuously monitor students' metacognitive awareness and provide support to enhance reflective practices; even though the central role is to guide, the design of classroom input is the teacher's focal responsibility.

4.4.2.8. Value Self-Assessment and Peer-Feedback

Integrating formative and summative assessments is crucial for ensuring students can effectively Implement their learning in written tasks. This approach encourages higher-order thinking and meaningful argumentation activated through prior knowledge and class discussions. Formative assessments in this approach propose the incorporating of personal connections with the assignments to enhance students' engagement and investment in the material; this could include reflective practices, such as using thinking journals, to help students develop metacognitive awareness and improve their argumentation skills simultaneously, this research has put forward an enhanced checklist to guide students in fostering effective argumentation and dialogic literary argumentation objectives through reflections in thinking journals. Reflective practices foster critical thinking and help students become more aware of their learning processes and areas for Improvement in attaining learning outcomes and classroom objectives.

We recommend implementing formative assessment tasks that target students' creativity, where they are not bound to any structure, and the essence of evaluation is reflecting on the discussions they had in the classroom, using compelling arguments, and making connections to personal experiences. Applying these objectives for argumentative writing made the students in our research feel more comfortable with their writing assessments. We observed that students are greatly influenced by how they are assessed at university, often focusing solely on meeting the teacher's expectations for academic structure; this usually leads them to pay more attention to the actual content of their argumentative writing.

The research strongly supports the continuous incorporation of self-assessment and peer feedback in both formative and summative assessments. These practices, when effectively implemented, empower students by providing opportunities for personal insight, constructive feedback, and interactive improvement. This not only enhances their writing skills but also fosters a sense of ownership and responsibility in their learning process.

Regarding argumentative writing and the summative assessment, the research recommends explicit instruction and structured guidance on good argumentative writing, emphasizing style, coherence, and using claims, evidence, and warrants. This structured guidance should be student-led, which means that the students help determine the components of argumentative writing with teachers' advice to ensure full awareness of what is expected from them in the written assessment.

When selecting the summative assessment assignments, the research recommends designing creative assignments that allow students to express their ideas and connect personally with the material. Creativity in assignments Fosters a deep understanding and encourages students to engage more meaningfully with the literary texts. In the third year of EFL learning in Algerian higher education, I still struggle to write essays. When the method mentioned above was used in our research, students seemed to relinquish the fear of impressing the teacher with their writing. Instead, they focused on convincing and tailoring their work for a broader audience.

After providing the what-to-do and how-to instructions concerning writing assessment, we should continuously monitor and support growth in writing skills, providing support through personalized feedback and targeted intervention. Ongoing support and feedback help students develop their writing skills and achieve better academic outcomes. While dialogic literary argumentation, a term we use to describe a teaching method that emphasizes verbal interaction over written work, students should develop metacognitive skills of self-knowledge; this helps them cultivate self-awareness, which is essential for reflecting on their progress and achieving the objectives of dialogic literary argumentation in the literature classroom. It is favorable to give students Second Chances when it comes to their written assessment to maximize involvement with the objectives of the fusion model concerning using argumentation rooted in students' discussions and the use of critical thinking and higher-order processes.

4.4.2.9. Encouraging the Practical Application of Metacognitive Concepts

This research gives the advantage of continuing the design of tasks and activities that encourage students to apply learned concepts to real-world situations and personal experiences, especially in Algerian EFL literature classes. The practical application Fosters deep understanding and meaningful engagement with the material, helping students relate classroom learning to their lives. As a result, we create lifelong learners eager to read literature and learn about and from it. Teachers should maintain and enhance strategies encouraging students to actively question their understanding and seek clarification. Active questioning fosters a reflective and self-regulated learning environment, essential for developing autonomy and critical thinking skills. In addition, it trains students by providing more structured opportunities to engage in evaluation and personal reflection activities. Enhanced evaluation and reflection practices help students develop critical thinking and self-assessment abilities, leading to continuous Improvement and a deeper understanding of their learning. The results also suggest the constant Incorporation of activities that require students to analyze Concepts and arguments critically; this critical analysis Fosters higher-order thinking skills through argumentation to help students develop a profound understanding of literary texts and their broader implications. Even though the scores in this research

concerning planning and monitoring activities were low, it suggests implementing structured activities and guidance to help students develop planning and monitoring skills, which are crucial for organizing learning tasks and monitoring progress.

While we support explicit integration, especially regarding metacognition, we can adapt both the explicit and the implicit approaches in metacognitive integration in EFL literature teaching to accommodate diverse classroom objectives. We can enhance education by finding a middle ground that fosters both thinking skills and subject matter learning. This fusion involves dialogic literary argumentation, where students develop thinking skills through collaborative argumentation while appreciating literature's power to explore human themes. Integrating this with explicit and infused approaches to building metacognitive awareness can lead to a more comprehensive method for teaching literature and potentially other subjects. By implementing these recommendations, rooted in blending dialogic literary argumentation and metacognitive awareness in teaching literature in the EFL context, which we would like to call 'MODLA' -Metacognitively Oriented Dialogic Literary Argumentation- Educators, especially in Algerian higher education, can enhance student engagement, comprehension, argumentation, and critical thinking in EFL literature classrooms, addressing the specific challenges and preferences identified in the analysis.

4.5. Conclusion

This chapter has provided a comprehensive overview of the action research employed to investigate the effectiveness of integrating dialogic literary argumentation and metacognitive strategies in enhancing student engagement and its effectiveness in teaching literature in EFL classrooms. The study's primary objective is to explore how the fusion of dialogic literary argumentation and metacognitive strategies can impact student engagement in EFL literature classrooms. Through a combination of qualitative and quantitative data collection methods, including semi-structured interviews with teachers of literature from Algerian universities and a teaching experience, pertaining to collecting data from classroom video recordings and transcripts, student feedback, observations, and performance assessment, this research aims to provide a holistic understanding of the effects of these teaching strategies on student learning outcomes. The participants included five teachers from various Algerian universities for the interviews that depicted the current problems we face in teaching literature dialogically in Algerian EFL higher education. As well as thirty third-year English students from the University of Chlef, Algeria, ensuring a diverse representation of backgrounds and experiences. The qualitative data were analyzed using thematic Analysis. In contrast, the quantitative data were analyzed using statistical methods supported by tools such as Google Forms, manual calculations through scoring rubrics, and Python programming. The methodologies outlined in this chapter are designed to address the research questions and contribute valuable insights into the potential of dialogic literary argumentation and metacognitive strategies to enhance EFL literature teaching. The subsequent findings and Analysis shed light on how these strategies can effectively improve student engagement, critical thinking, and argumentative skills while dealing with literature. This chapter provided a summary of the key findings drawn from the discussions and results of the mixed-method. This comprehensive study provides valuable insights into the effectiveness of integrating

dialogic literary argumentation and metacognitive strategies in EFL literature education. These strategies contribute to a deeper and more meaningful educational experience, preparing students for complex analytical tasks and enhancing their overall academic performance, directly addressing the specific problems highlighted by teachers in this study. Finally, the chapter allocated some practical suggested guidelines for the implementation of the fusion approach between dialogic literary argumentation and metacognition.

General Conclusion

General Conclusion

The primary objective of this research was to develop and evaluate a teaching model integrating dialogic literary argumentation and metacognition to enhance EFL literature education in Algerian higher education. This study addressed the central research question: "How does the integration of dialogic literary argumentation and metacognition impact the teaching and learning outcomes in EFL literature classes in Algerian higher education?"

The thesis started by investigating the critical theoretical frameworks regarding literature teaching in general and moving to dialogic teaching in particular; this set the floor for exploring the shift in literature teaching interest from a monologic to a dialogic discourse. The next part of the thesis provided insight into the historical implementation of argumentation and its elements as an essential part of dialogic teaching. After gathering enough information about dialogic teaching, we moved to explain the recent approach in literature teaching proposed by Seymour et al. (2020); the method was presented in chapter two, with all the necessary components that later on were used in the practical framework; this method introduced exciting insights regarding the teaching of literature and its objectives, ranging from arguing to learn through the positions we take and how we take this disposition to our own communities; through this approach, students use literary texts to make complex inferences through collaborative argumentation to gain insight and understanding of themselves, others, and the worlds in which they live. We found this method promising in its objective of providing more meaning to literature teaching in the EFL context. Hence, we decided to implement it. However, the loophole we found in its employment is the application of interactive and reflective teaching strategies that promote critical engagement and autonomous learning, i.e., Metacognitive awareness. As a result, at the end of chapter two, we discussed the work cited references about metacognition and its advantages on learning outcomes in general and on literature tracking and argumentation in particular. We concluded the second chapter by highlighting the interconnectedness between dialogic argumentation and metacognitive strategies.

To answer the research question “How does the integration of dialogic literary argumentation and metacognition impact teaching and learning outcomes in EFL literature classes?” this thesis adopts an action research methodology that integrates both qualitative and quantitative methods. Interviews with English teachers from various Algerian universities were conducted to identify the challenges of teaching literature dialogically. A subsequent teaching experiment with a sample of third-year English students from UHBC aimed to implement a new approach to address these challenges and assess its effectiveness in enhancing student engagement, critical thinking, and argumentation skills.

The research began with interviews with five literature teachers from various Algerian universities, selected to represent diverse backgrounds and experiences. This diversity ensured a comprehensive analysis of teachers' challenges in implementing dialogic teaching in EFL literature classrooms. Following identifying these challenges, the study focused on integrating dialogic literary argumentation and metacognition to address these issues.

The second group of participants comprised thirty (30) third-year English students from the University of Chlef, Algeria. These students participated in action research applying the fusion model through online courses over a semester, ensuring a thorough analysis of the strategies' effectiveness.

Data collection included semi-structured interviews, video recordings, transcripts of teaching sessions, questionnaires, as well as observations and performance assessments. Interviews provided detailed insights into teachers' experiences and perceptions. Questionnaires were distributed to students after each lesson, and quantitative data on their interest in the literary texts was collected, highlighting the research's direct impact on their learning experiences. Classroom observations, videotapes, transcripts, and performance assessments were conducted in online settings, and the implementation and effectiveness of the fusion approach were evaluated. The research in the teaching experiment was designed as an exploratory sequential study, presenting qualitative data first, supported by quantitative data. Qualitative data from interviews and observations were analyzed using thematic analysis. In contrast, quantitative data from surveys and classroom transcripts were processed using statistical methods, including Google Forms, scoring rubrics, and coding through Python programming.

The findings of this research shed light on significant challenges in adopting dialogic teaching in Algerian EFL higher education, including teachers' detachment from didactical studies, reliance on random methods, and frustration with students' lack of critical analysis. These findings are not just observations, but they also offer practical solutions. The research suggests comprehensive teacher training and curriculum reforms, integrating dialogic literary argumentation and metacognitive strategies to bridge the gap between theory and practice. This practical approach is based on a case study of how we implemented the fusion model, drawing results that directly address the issues identified. The underlined findings answered the research sub-question: "What are the current problems facing instructors in teaching literature dialogically in Algerian EFL higher education?"

The findings also highlighted that text selection was crucial for student engagement and learning outcomes, especially when integrating the material through multimedia tools and using different representations such as movie adaptations, chapter reading, documentaries, podcasts, and YouTube videos. The study found that students were more engaged with contemporary and relatable texts than classical texts, which were less engaging due to complex language and context.

Moreover, students initially struggled with the concept of warrants despite understanding claims and evidence. They learned to construct more comprehensive arguments through metacognitive activities and Toulmin's model. By the end of the program, students could provide well-supported claims with clear evidence and logical warrants. This improvement addresses the critical reasoning skills issues highlighted by teachers in the interviews, equipping students to engage effectively in structured literary discussions.

Text selection and learning how to argue through the fusion model were not enough to engage students; the teacher's role in the approach had to be pointed out. The teacher reduced their authoritative presence by actively participating in discussions and tasks, promoting student autonomy. Utilizing teachable moments to provide vocabulary knowledge, refer to literary theories, and guide students through challenging texts enriched their understanding and expand their linguistic and conceptual knowledge. Effective questioning strategies fostered critical thinking and deeper engagement, aligning with dialogic literary argumentation teaching principles. This active engagement helped bridge the gap between theoretical understanding and practical application, enhancing student learning outcomes. It

also could address the reluctance of Algerian literature teachers to adopt innovative methods, empowering them to create more dynamic and interactive learning environments.

After investigating text selection, argumentation skills, and teacher's role, we measured students' engagement while using the metacognitive strategies and dialogic literary argumentation skills they were trained to follow; the results underscored that the integration of the fusion approach significantly improved student engagement, addressing teachers' concerns about disengagement. Also, Consistent guidance helped students appreciate pre-reading questions and the think-aloud strategy, leading to more structured engagement with texts and better argumentation skills. In addition, Collaborative activities and evaluative questions enhanced critical thinking and listening skills. Moreover, making connections between texts and prior knowledge fostered a sense of community. Furthermore, Reflective questions and thinking journals promoted self-reflection and a deeper understanding of the objectives, improving interest and participation in literature classes.

The findings also stated that integrating dialogic literary argumentation and metacognitive strategies helped students explore human experiences and circumstances, fostering empathy and a deeper understanding of behaviors. Discussions on characters' choices, societal norms, and questioning techniques developed metacognition and personal reflection. Students related literary themes to their own experiences, increasing engagement and relevance. This approach addressed students' reluctance to engage with outdated literature and responded to the disengagement problem identified by teachers.

Regarding assessment and feedback practices, the findings underlined those formative assessments from class discussions emphasized critical thinking and creativity, while self-assessment and peer feedback improved argumentative writing skills. Summative assessments focused on essay writing related to students' interests and included self-assessment, peer assessment, and teacher feedback. This method significantly improved writing skills and engagement, highlighting the importance of structured feedback and reflective practices. These assessments addressed the problem of constructing well-supported arguments and enhancing overall academic performance. Finally, metacognition was scored across the program to support the findings efficiently. The results revealed that the fusion approach effectively enhanced students' metacognitive awareness and reflective practices. High engagement in applying learned concepts and frequent questioning demonstrated deep understanding and meaningful engagement, particularly in understanding characters' choices and outcomes through dialogic literary argumentation. Evaluation and personal reflection were moderately frequent, indicating room for growth. Integrating dialogic literary argumentation with metacognitive strategies significantly improved critical thinking, reflective practices, and overall learning outcomes, addressing the issue of students not meeting the desired level of critical analysis expected by teachers.

Integrating dialogic literary argumentation and metacognitive strategies significantly improved teaching and learning outcomes by enhancing student engagement, critical thinking, and the ability to construct well-supported arguments. These strategies significantly increased student engagement by setting a clear purpose for reading, encouraging articulation of thoughts, fostering collaborative activities, and making connections between texts and personal experiences. Students' critical thinking and argumentation skills were greatly enhanced. They learned to provide well-supported claims with clear evidence and logical

warrants through targeted activities, effective questioning, and regular practice. As a result, the findings answered the central and sub-research questions concerning the impact of integrating dialogic literary argumentation and metacognition in teaching and learning outcomes in EFL literature classes in Algerian higher education and how this integration of student engagement with literature, enhances critical thinking, and practical construction of argumentation skills.

The theoretical implications of this study include a contribution to dialogic literary argumentation teaching by demonstrating its applicability in EFL contexts to enhance student engagement and meaningful comprehension of the divergent objectives of literary studies. Practically, the findings offer valuable insights for educators and policymakers on effective teaching strategies that foster more profound cognitive and metacognitive skills in students while understanding what it means to be human together through collaborative analysis of texts, contributing to the awareness of making the world a better place while arguing to learn. Methodologically, the mixed-methods approach employed in this research, with the exploratory sequential design, provides a robust framework for future studies aiming to explore similar educational interventions.

However, the process of this research was not easy; many obstacles were faced, including the lack of resources; it was hard to collect data, especially concerning dialogic literary argumentation, since it is a new approach. Also, teachers were not open to undergoing interviews, and finding some of them who were available even for a short time took a lot of work. Moreover, since the sample for the case study was based on voluntary participation, students weren't open to the idea, especially with the pressure they were facing with their university studies; commitment to the program was not regular; luckily, this did not affect the results of the research that much. The study faced limitations such as a limited sample size and the short duration of the intervention. Future research should consider more extensive, diverse samples and extended study periods to validate these findings. Additionally, further exploration of the long-term effects of integrating dialogic literary argumentation and metacognitive strategies is warranted.

This research contributes to the academic discourse on EFL pedagogy by offering a comprehensive model for enhancing literature teaching in higher education. Through the recommendations for the practical application of the fusion approach between dialogic literary argumentation and metacognition, this research put forward several suggestions concerning text selection, fostering argumentation skills, teachers' role, the dynamics of student engagement in the model, promoting empathy and perspective taking while using metacognitive strategies, the integration of different types of assessment, and encouraging the explicit as well as implicit application of metacognitive concepts. By addressing the challenges instructors and students face, this study provides a pathway for more interactive, engaging, and practical literature education in EFL contexts. The journey of conducting this research has been enlightening, underscoring the importance of continual adaptation and innovation in teaching methodologies to meet the evolving needs of students. Based on the findings of this study, future research could investigate the long-term effects of integrating dialogic literary argumentation and metacognitive strategies in EFL literature classes; this could include studies that follow students over multiple semesters or academic years to assess sustained impacts on engagement, critical thinking, and argumentation skills. Moreover,

educators might explore the applicability of the fusion model in diverse educational settings beyond Algerian higher education. Comparative studies could be conducted in different cultural, linguistic, and socio-economic contexts to evaluate the model's effectiveness and adaptability. Also, since we suggested teacher training, research could examine the effectiveness of comprehensive teacher training programs on the application of dialogic literary argumentation and metacognitive strategies. Future research could focus on developing and assessing specific training modules and their impact on teaching practices and student outcomes. Further proposed questions that might arise from this research are:

- How can advanced digital tools and multimedia resources optimally integrate dialogic literary argumentation and metacognitive strategies to enhance student learning?
- How can dialogic literary argumentation and metacognitive strategies be integrated with other disciplines to provide a more holistic educational experience?
- What interdisciplinary methods can be developed to enhance critical thinking and argumentation skills across various subjects?

By addressing these questions, future research can build on the findings of this study, further refining and expanding the use of dialogic literary argumentation and metacognitive strategies in EFL literature education and beyond. As we move forward, the integration of dialogic literary argumentation and metacognition holds excellent promise for enriching the educational experiences of EFL learners. As Carol Markuson (1986) said: "In a fluid world, we cannot teach many absolutes about information. It is not the tool that is important; it is the process. If we are to produce lifelong independent learners, then we need to give them the wherewithal to become such techniques in addition to the tools, the process, not the product." Carol Markuson, 1986.

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Appendices

Appendices

Appendix 1: The Questionnaire Concerning Student's Interests in The Literary Works

The Question	Strongly Disagree	Disagree	Agree	Strongly Agree
I enjoyed Reading/Watchin this work				
The themes presented in the text were relevant to my experiences or interests.				
I found the style and language of the text engaging.				
This literary work increased my interest in the subject matter.				
I would recommend this book to a friend or peer.				
The characters in the literary work were relatable and well-developed.				
I am interested in reading more works by this author.				
The literary work was intellectually stimulating.				
I feel that this reading has enhanced my understanding of important issues or themes.				
I Would consider exploring more literature from this genre?				
I would Consider discussing this book with someone outside of class?				
I Would like to see more books like this in our curriculum?				

Appendix 2: Detailed Results of Students' Interest in the Literary Works Questionnaire Answer

I am interested in reading more works by this	The characters in the literary work were relatable and well-developed	I would recommend this book to a friend or peer	This literary work increased my interest in the subject matter	I found the style and language of the text engaging.	The themes presented in the text were relevant to my experiences	I enjoyed Reading/ Watchin this work	The Percentage of Agreement with Suevey Questions
100%	83%	83%	100%	83%	83%	100%	***" Me Before You"***
82%	83%	83%	83%	100%	83%	83%	***" Pride and Prejudice"***
40%	100%	40%	40%	80%	60%	40%	***" The Great Gatsby"***
80%	80%	80%	100%	80%	80%	80%	***" Think Like A Monk"***
40%	80%	80%	40%	60%	40%	40%	***The Hound of The Baskervilles "***
60%	60%	60%	60%	80%	100%	80%	***." John Lock' s Essay"***
80%	100%	60%	80%	80%	80%	100%	***" Jane Eyre"***
80%	60%	40%	60%	60%	20%	40%	***" McBeth"***
20%	60%	20%	20%	40%	20%	20%	***" The Illiad and The Odyssy"***

The Total Percentage of Agreement with the Literary Works	I Would like to see more books like this in our curriculum?	I would Consider discussing this book with someone outside of class?	I feel that this reading has enhanced my understanding of important issues or themes.	The literary work was intellectuall y stimulating.
91%	100%	100%	100%	83%
86%	83%	83%	82%	100%
60%	40%	40%	100%	80%
82%	80%	80%	80%	80%
60%	60%	80%	100%	40%
79%	80%	100%	80%	80%
87%	100%	100%	100%	80%
45%	40%	60%	20%	20%
27%	20%	20%	20%	40%