

# Investigation of Dialogic Teaching Principles According to Educational Ideologies of Teacher Candidates

( Received on May 5, 2022 – Accepted on August 26, 2022 )

Selen Beyazbal<sup>1</sup>, Çavuş Şahin<sup>2</sup> and Osman Yılmaz Kartal<sup>3</sup>

## Abstract

The study aims to investigate how teacher candidates with different ideologies differ in their use of dialogic learning principles in the dialogic teaching. The design of the study is a multiple case study in qualitative research methods. The educational ideologies of teacher candidates identify the cases of the study. The data were derived from the rubric results filled by the teacher candidates and the focus group interviews at the end of the lessons. The results showed that there is no difference in the levels of dialogic teaching principles of teacher candidates with different educational ideologies. The study is important in terms of showing how the characteristics of the dialogic principles change in teacher candidates that has albeit implicitly an ideology. Also, it shows that how participants with different educational ideologies differ in a dialogic learning environment due to their ideology.

**Key Words:** Dialogic teaching, educational ideologies, teacher candidates

## Introduction

Dialogic teaching is a talk-based teaching method in classrooms. In the teaching method, talk has some features, principles, and repertoires to frame the method. Dialogic in talk is emphasized in many fields. For instance, Freire (1970) stated that dialogic is a power to transform society. Bakhtin (1981) also highlighted that dialogism theory is a thinking of heteroglossia and polyphony in language and literature fields. In teaching pedagogy, Alexander (2004) revealed the dialogic teaching which includes using dialogues as classrooms method.

Empirical studies of dialogic teaching have been conducted in classrooms by researchers (Bambha-Arora, 2018; Garcia-Carrion, Lopez de Aguilera, Padros & Ramis-Salas, 2020; Lyle, 2008; Mercer, Dawes & Staarman, 2009; Navaz, 2020; Rodriguez-Scheel, 2015). Bambha-Arora (2018) stated that dialogic classrooms make easier to develop students' critical thinking skills. Lyle (2008) suggested that the usage of dialogic teaching has a positive impact to develop teaching-learning standards. Mercer et al. (2009) noted that dialogic teaching is a valuable tool to develop students' awareness

---

<sup>1</sup> Corresponding author, Çanakkale Onsekiz Mart University, TURKIYE, selenbeyazbal@comu.edu.tr, ORCID: 0000-0001-7326-3424

<sup>2</sup> Çanakkale Onsekiz Mart University, TURKIYE, cavussahin@comu.edu.tr, ORCID: 0000-0002-4250-9898

<sup>3</sup> Çanakkale Onsekiz Mart University, TURKIYE, osmanykartal@comu.edu.tr, ORCID: 0000-0003-2922-0069

of participation in classrooms. Navaz (2020) concluded that the main obstacle for creating dialogic classroom is not focusing on interactivity as value. Rodriguez-Scheel (2015) claims that in dialogic classroom, paradigm-shift and teacher's development of the pedagogy are vital issues to use dialogues as a method. In social impact perspective, Garcia-Carrion et al. (2020) claims that dialogic pedagogical research enables all students to participate in classroom discourse with dialogic tools.

Classroom paradigm-shift requires some changes not only in method but also in knowledge, classroom stakeholders, and teacher-learner roles. Ward (1994) discusses integrating the way teachers' and learners' lives into the classroom, on the basis of social constructivism of dialogic teaching. In dialogical pedagogy, learners deeply discuss abstract facts and ideologies in their lives through social interaction. Brufee (2010) criticizes that not every social interaction environment provides an opportunity to criticize ideologies, thoughts, and views. Even though ideologies seem implicit, they are considered with different functions in education. Lamm (1986) explains that ideology can also help to explain the essence of the people and the aims of education, and it can be considered as a treaty that enables to gain the basic education purpose and practice adopted for the continuity of society.

Educational ideologies are assumed to be only political, economic and about politicians. Studies in the field of education and ideology, therefore, generally focus on the curriculum of the school, and their economic and political dimensions (Guttek, 2004; Livingstone, 2012; Lynch, 1987; Paterson, 2010; Spring, 2004). Similarly, Kim (2021) concluded that the content of the political identity to be created is reflected in education and textbooks. However, in practice, ideologies politics, beliefs and perspectives of teachers/students affect how all knowledge is constructed or transmitted in classroom. Studies on the ideologies of teachers, who are an important stakeholder in education, are also limited (Kiraz & Özdemir, 2006; Konarzewski, 1998). Given this limitation, it can be said that studies on teachers, teacher candidates and educational ideologies are needed.

The paper aims to investigate how learners with different ideologies differ in their use of dialogic learning principles in the dialogic learning environment created by Alexander (2005). Despite the discriminatory ideologies about education, schools and social practices, the use of language, which is at the heart of learning, as learning enables minor groups to actively participate in education (Kibler, Valdés & Walqui, 2021). In the field of education, pedagogy, teaching methods and all educational activities should provide a liberating transformation for both teachers and students (Duvall, 2007). When ideologies are used from a reductionist point of view, they can be seen as suppressive or uniform in terms of education. However, ideologies can create a pluralistic perspective when you make the structures in learning such as emancipation and personalization in the focus of education. When educational ideologies are the outcomes of political policies in education field (Debray, 2006); educational outcomes, content,

curriculum, learning experiences, educational standards are reflections of politics and educational ideologies. O'Neill (1990) explained that while political policies are into the implementation of moral policies in society, educational policies focus on the sort of knowledge in education.

Dialogical teaching is considered as essential for the liberalist educational ideology (Facundo, 1984; Fiore & Elsasser, 1982; McLaren & Lankshear, 1994; McLaren & Leonard, 1993; Shor, 1987). Matusov (2009) argues that when Freire lays the foundation for dialogic teaching, it stems from her insistence on creating a liberal society. On the other hand, while learning on the basis of social constructivism is emphasized as co-constructing (Ten Dam, Volman & Wardekker, 2004) the use of dialogues is seen as interthinking (Mercer, 2002). The view highlights an understanding of learning appropriate to the learning nature of people. The concept of learning in accordance with its nature is directly affected by people's ideologies and their understanding of life based on their ideologies (O'Neill, 1990). It is thought that this study will contribute to the field according to the realization of dialogic principles according to the educational ideologies of teacher candidates with different ideologies.

Choosing the teacher candidate group in investigating the dialogic teaching principles according to educational ideologies is due to both the emphasis on teacher roles in dialogic teaching (Alexander, 2004) and the positioning of teachers in educational ideologies (Gutek, 2004; O'Neill, 1990). In teacher education, teacher candidates can formalize their ideologies in the teacher-education process. The philosophy of educational ideologies is also affected by their axiology, moral theory, and political philosophy (Siegel, 2009.) How the dialogic principles of teacher candidates who have different educational ideologies differ in the dialogic teaching environment is important in many ways. Some of them are their attitude towards the teaching as a profession and their own learning.

In practice area, teachers' roles and ideologic and philosophic change are interrelated (Parkay, 2020). In the research, it was revealed whether teacher candidates who have different educational ideologies have different dialogic level. For researchers, teachers (also teacher education), and new studies, the research should put forward new perspectives to develop understanding of dialogic principles and repertoires.

## **Theoretical Framework**

### **Dialogic teaching**

Dialogic teaching is a talk-based approach that facilitates students thinking, learning, and understanding (Alexander, 2004). The foundation of the dialogic teaching is based on social constructive (Bakhtin, 1981; Freire, 1970; Vygotsky, 1978) and it consists of Socratic pedagogy (Matusov, 2009). In dialogic teaching, talk is not just talk. Talk in classroom requests that learners take part in their own learning and asking questions each other. However, asking questions, discussions or any talk does not

make the dialogue dialogic. To make a classroom dialogic, the following principles must be considered.

- Collective: studying and learning together
- Reciprocal: listening to the peers and trying to understand new viewpoints
- Supportive: creating an environment that students take part in free and help each other to get a new understanding
- Cumulative: sharing the ideas of all students are important to develop their own ideas or reach new ideas.
- Purposeful: teacher's role is to create dialogic atmosphere and plan learners' talks to reach a goal (Alexander, 2004).

Whereas collective, reciprocal, supportive, and cumulative principles create an atmosphere for students-students, student-teacher interaction, the purposeful principle is a design of the course by teachers.

### **Educational ideologies (O'Neill's classification)**

Spring (2004) grouped educational ideologies under the aim of education. Gutek (2004) also classified them under political ideologies (nationalism, liberalism, conservatism, Marxism, and liberation). On the other hand, O'Neill's classification (1990) is based on ontology, axiology, political philosophy, and educational philosophy. He classified educational ideologies in two main groups which have three subgroups. They are conservative and liberal educational ideologies. Conservative ideologies consist of educational fundamentalism, intellectualism, and conservatism. Liberal ideologies consist of educational liberalism, liberationism, and anarchism.

#### ***Conservative ideologies***

*Educational fundamentalism:* Educational fundamentalism is based on ethical agents and authoritative knowledge. Society is constructed by cultural components (like religion). Protecting society, therefore, is important and the goal of the school is to reconstruct existing society and social order.

*Educational intellectualism:* Educational intellectualism is based on natural truths and their knowledge. The knowledge is inherited from intellectual history. The goal of education is to transmit essential truths to future generations.

*Educational conservatism:* Educational conservatism focuses on transmitting the existing social truths. The best past answers are used in present actions. That is to say, the aim of education is socialization under historical truth.

#### ***Liberal ideologies***

*Educational liberalism:* Knowledge is a solution to existing problems. The aim of education is to teach skills and information to solve practical problems with scientific

methods. It also focuses on improving self-effectiveness.

*Educational liberationism:* Like liberalism, educational liberationism focuses on existing problems and individuals' potential. It also emphasizes that knowledge is a tool to change society. The aim of education is to educate the individual according to the necessity of time and to shape society in the needs of time.

*Educational anarchism:* Educational anarchism claims that knowledge is a man-product. Man is also an upper value for society. Self-actualization and educational society are the aim of the approach. Autonomy and free choice are important for anarchist education. The aim of education is to ensure continuity of social change.

The research is based on O'Neill's educational ideologies. Ideologies affect education process in many perspectives like methodological, administrative, purposive, attitudinal in schools. The aim of the research is to discuss how dialogic principles changes in teacher education according to teacher candidates' educational ideologies.

## **Methodology**

### **Research design**

The design of the research is a multiple case study in qualitative research methods. Multiple case study needs to analyze more than one case to examine a topic (Stake, 1995). Yin (2003) stated that multiple case study design allows the researcher to examine single cases within themselves and then examines the connections between cases. The research examined how the dialogic teaching principles of teacher candidates who have different educational ideology cases differ. It is aimed to compare and reason the differentiation, if any, according to the dialogic principles difference. The cases in the research consist of teacher candidates with different educational ideologies. The cases were classified using the educational ideology inventory. In the paper, cases are identified as eight groups (Liberal 1,2,3; Liberationist 1, 2, 3; Anarchist and Conservative).

In the research, principles of dialogic teaching defined as characteristics of speech types in the classroom environment necessary for dialogical learning. Collective, reciprocal, supportive and cumulative principles symbolize characteristics of speech types which students and teacher are responsible for, and purposeful principles is a characteristic of teaching design which teachers are responsible for. In the research, four principles (collective, reciprocal, supportive, cumulative) are used to develop data collection instruments as the principles are directly interrelated with students in dialogic teaching (Alexander, 2004). Purposeful principle was not included in the research. Purposeful principle focuses on the teacher's use of dialogues for a purpose. The main aim of the research is to examine the differentiation of the dialogic principles of those who participate in the lesson as learners.

The implementation was conducted in "the teaching principles and methods" course. The course was conducted two hours (45+45 minutes) in a week. The course happened in 2019-2020 academic year. It was conducted face to face. The main pur-

pose of the teaching principles and methods course is to realize the basic principles, methods, teaching approaches and strategies of teaching. For this purpose, the course was carried out using case-based learning method. Its main purpose is to create situations related to the problems that teacher candidates will encounter and to make current students (teacher candidates) connect with the course content. Case-based learning, in the classroom, students are expected to develop creative solutions to the situation given with their previous preparations (Srinivasan, Wilkes, Stenson, Nguyen & Slavin, 2007). The implementation lasted 7 weeks. The course subject is presented to the teacher candidate before each lesson. At the beginning of each lesson, discussions were held on the subject presented. And then the whole class was given a situation and asked to design a lesson on the subject given in that situation. In each lesson, teacher candidates presented their lesson design and individually filled their rubrics. At the end of each lesson, a focus group interview was held with the groups and their ideas about their speech in the lesson were obtained.

### **Participants**

Convenience sample, which is one of the purposeful sample types, was used to determine the study group. Convenience sampling is preferred in structures suitable for the researcher in terms of time and cost (Creswell, 1998). In the research, the participants were assigned from the teacher candidates who attended the teaching principles and methods course conducted by the researcher. Cases have been identified by teacher candidates' educational ideologies. Teacher candidates were divided into eight groups according to Educational Ideologies Inventory which was developed by O'Neill (1990) and adapted in Turkish by Hancı-Yerli (2008). The 37 teacher candidates who have studied in the English Language Teaching Department (where English is spoken as a foreign language) have taken "the teaching principles and methods". 37 teacher candidates were divided into eight groups.

The class consists of seven liberals and one conservative group. While liberal groups were grouped as liberal, liberationist and anarchist according to their sub-dimensions, only one group was identified as a conservative group because the number of people in the conservative group was low. Both of the teacher candidates in the conservative group have intellectual conservative characteristics. There are no groups for other conservative sub-dimensions. Sub-dimension changes between groups were interpreted according to the basic characteristics of conservative and liberal educational ideologies.

**Table 1.***Distribution of Candidate Teachers According to Educational Ideologies*

Educational Ideologies	Distribution
Liberal 1	2 Female; 3 Male
Liberal 2	4 Female; 1 Male
Liberal 3	6 Female
Liberationist 1	1 Female; 4 Male
Liberationist 2	4 Female; 1 Male
Liberationist 3	2 Female; 2 Male
Anarchist	2 Female; 3 Male
Conservative	2 Male

**Basic characteristics of cases**

Liberal 1,2,3: According to the scale, the characteristics of 16 participants coincide with liberal educational ideology. Participants were randomly divided into three groups. Participants have characteristics of liberal educational ideology.

Liberationist 1,2,3: 14 participants who have liberationist educational ideology were identified and divided randomly into three groups. Educational liberationism is one of the liberal ideologies.

Anarchist: five participants who have anarchist educational ideologies were grouped. Anarchist ideology is one of the liberal ideologies.

Conservative: two participants have conservative educational ideologies. Both of the teacher candidates in the conservative group have intellectual conservative characteristics.

**Data collection**

The analytic rubric designed of dialogic principles was developed for teacher candidates to evaluate their groups. The analytical rubric is used to obtain a total score by scoring the parts of the measured structure separately (Moskal, 2000). In this qualitative research, an analytical rubric, which is one of the quantitative data collection tools, was used. In the qualitative research, quantitative measurement tools can be used in accordance with the paradigm of qualitative research (Sukamolson, 2007). The developed analytic rubric was used to evaluate the works and learning process of teacher candidates in the course according to the principles of dialogic teaching. Also, in case study, it is focused on product and process therefore quantitative measurement tools can be used (Tellis, 1997).

The analytic rubric involves seven items and three of them externalize collective principle, two of them are for reciprocal, 1 of them is for cumulative and 1 of them is for supportive principle. The analytic rubric items were created by considering the dialogic principles of Alexander (2004). The scoring of the rubric is between 1 and 4.

Since there is more than one item for the principle of cumulative and reciprocal, the arithmetic mean of items is calculated and then added to total score. The collective principle focuses on three dimensions: their participation in conversations, learning others' ideas, and asking others to reason their opinions. In the principle of reciprocal, two dimensions have been focused on: expressing common ideas together and taking extreme ideas into consideration. In the supportive principle, the focus is on the importance of different ideas, while in the cumulative principle, statements on the level of influence of the participants during constructing the knowledge are included. All items created contain the principles that teacher candidates are answer for. Therefore, the purposeful principle, which is one of the principles of dialogic teaching, has been removed because it is on the teacher's duties. Before the pilot study, in the course, the feedback from teacher candidates was obtained and suggestions of the expert were considered to update and use in the research.

After the analytic rubric was used in two courses, a semi-structured interview form was designed due to teacher candidates' tendency to score high. After suggestions of the expert, it was used in 5 weeks after each lesson. The interview was conducted in focus group interviews to get candidate teacher's ideas on how to occur dialogic principles in their work.

### **Data Analysis**

Descriptive analysis method was used to analyze the data. In the analytic rubric, there are four concepts. These are collective, reciprocal, supportive, and cumulative. For the collective concept, there are three items to score. There are two items for reciprocal, one item for supportive, and one item for the cumulative concept. The mean of the items constitutes the score of the concepts. The mean of the scores of the participants in the group shows the weekly dialogic mean of that case. The means were evaluated at four intervals. These are:

- 1-4: No dialogical principles
- 5-8: Low-Level dialogic principles
- 9-12: Medium-level dialogic principles
- 13-16: High-level dialogic principles.

In focus group interviews analysis, it was questioned whether the dialogical features were encountered in the week of the implementation it is provided to attain examples of these features and to understand the reason for scoring.

### **The role of researcher**

In qualitative research, the researcher needs to explain how she/he communicates with the participants and her/his effect on the study (Creswell, 1998). The researcher is both responsible for conducting the research and the course. In the research dimension, case-based method was used to be neutral. The case-based method provided an



environment in which teacher candidates could talk freely by presenting a situation at the beginning of the lesson. In this way, the researcher conducted the research by observing the speeches of the teacher candidates. Also, as the instructor of the course, the researcher collected the learning products at the end of each course by making the teacher candidates work in groups. The researcher facilitates the learning of the teacher candidates to be neutral in the research and foster their autonomy in the classroom.

## **Findings**

### **Liberal 1, 2 and 3**

In Liberal 1 case, the dialogic principal level displays a medium and high-level graphic. In the sixth week, a fall of mean is observed. In Liberal 2 case, a fluctuation in the dialogical levels was observed. In Liberal 3 case, the dialogic level is generally high. Liberal 1, 2, and 3 cases have similar educational ideology characteristics. The levels of all three cases show high and medium in the implementation.

Focus group interviews were started to be conducted 2 weeks after the implementation started. Some results have shown what the reason is for the fall or rise. In sixth week, the fall of the score of Liberal 1 case was observed. Participants explained that it was boring that everything continued the same for six weeks. Due to the loss of motivation, the score of Liberal 1 declined in sixth week.

*“For this week, our motivation for the issue was low. We had a busy week. I think this is the reason.”* (Lib 1).

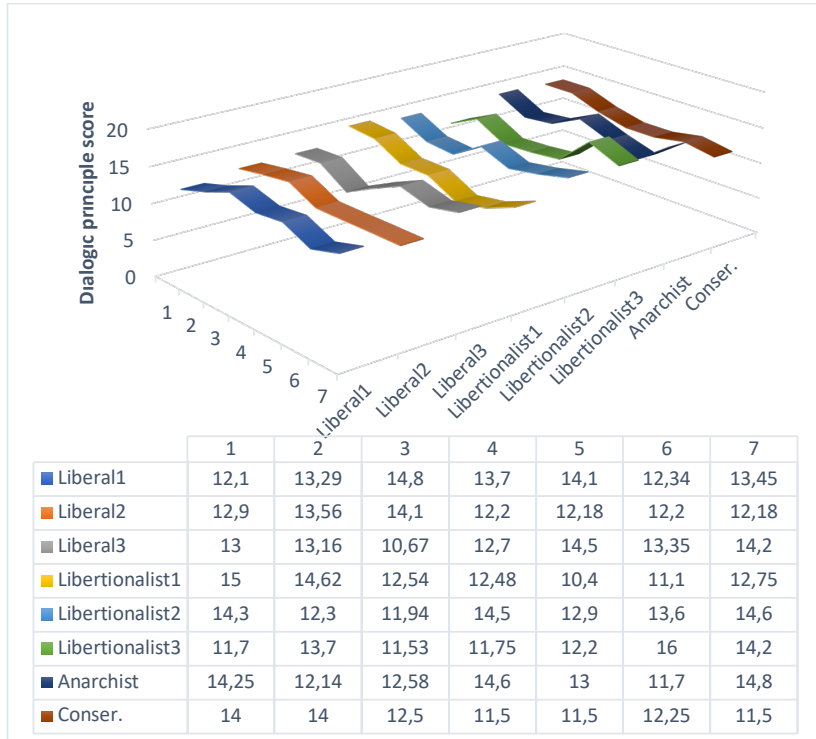
A decrease in the scores of Liberal 2 in 4, 5, 6 and 7 weeks is observed. In the interview, participants explained that they had tried to find a new idea, but they could not. It affected their motivation level and also their score is affected by the rubric. Also, it was stated that the activity applied was nonsense for them and the case was tried to reach high scores.

*“In the first weeks, we ask these questions to our friends to get high scores because of your implementation conducted.”* (Lib2)

*“Although you say that the scoring here will not have any effect on our grades, we aimed to get high scores in the first weeks. In recent weeks, we have understood better what you are trying to do.”* (Lib 2).

In fifth week, it can be understood that motivation loss affected their active participation, supportiveness, and interaction to each other. Similarly, in sixth week, they stated that despite their active participation, their inability to generate new ideas led to the loss of their motivation for the course.

It was observed that the fluctuations of the liberal cases were not high, and the small fluctuations were caused by different reasons. In addition, it was observed that the changes were not significant and continuous within the scope of the research. It has been observed that liberal cases reach a medium and high dialogic level in the dialogic learning environment.



**Figure 1:** Dialogic Principles Scores of the Groups

### Liberationist 1, 2 and 3

Scores of liberationists 1, 2, and 3 cases are shown in medium and high levels.

No parallelism was observed in the fall or rise. A decrease is observed especially in the fifth week of the Liberationist 1. As a result of the interviews conducted in the 5th and 6th weeks, the participants stated that they did not use one characteristic of reciprocal principle. They stated that it is not necessary to use it in a cultural friend environment.

*“I think that the questions to receive details are unnecessary.*

*In friendly environments, nobody needs to ask anyone about the reason.*

*Everybody explains their opinion anyway.”* (Libertionalist1)

In addition to these, it was stated in their cases that there is an attitude towards the acceptance of the majority and extreme ideas are not included.

*“Generally, we haven’t clashed of our ideas much. The ideas accepted by the majority were approved.”* (Liberationist 1)

It was observed that the third-week scores of the Liberationist 2 case decreased, and the fourth week accelerated rapidly. In the interview analysis, it was revealed that the participants did not need one of the collective principles. Therefore, they claimed that they did not focus too much on asking questions and that everyone spoke and ob-

tained ideas from their interaction. The experience also changed the balance of scores.

*“There was no need for questions to get the opinion of each other. Everyone is already very talkative”* (Liberationist 2)

Although the fourth-week scores increased in Liberationist 2, it was found that the participants did not exhibit a different performance. However, in third week, there were five participants in their works and in fourth week there were only three female participants. The fluctuation may have been affected by participation.

The medium dialogic level is generally observed in the Liberationist 3 case.

An increase is also observed in the last two weeks. In focus group interview analysis, it has been stated that the lack of participation creates a lot of chances to speak.

*“We had the chance to talk in detail because we were just two people, and we constructed the process well.”* (Liberationist3)

It was observed that there was no parallelism in the changes of liberationist cases and the cases reached high and medium level dialogic levels.

### **Anarchist**

Although the anarchist case is at medium level in the 2nd and 6th weeks, high levels of results are observed during the implementation. In focus-group interview analysis, in the sixth week, it was seen that the process became too monotonous, and they lost their motivations. It was stated that they applied a different strategy to break this monotony, and this affected the interaction between them negatively.

*“We usually tried to find different ideas, and this would excite us, but we lost our motivation this week. The term is too busy and too long”* (Anarchist)

An increase was observed in the seventh week. The participants stated that a lot of ideas came out this week and this situation affected their motivation positively. The statements of the participants resulted in an increase in their scores due to the use of supportive and cumulative principles.

*“We came up with so many ideas and asked more questions and tried to combine our thoughts.”* (Anarchist).

It has been observed that the anarchist case is at the medium and high dialogic level. It has been observed that medium and high dialogic level transitions are caused by different affective reasons.

### **Conservative**

It is seen that the conservative case has shown a systematic decrease from the beginning to the end. The medium level dialogic principal level was observed in the process. They stated that the reason for the high levels in the first weeks was that they could not fully understand the research.

Regarding the high score in the first week, the participants stated that they had the advantage of being two people in their group and having close ideas.

*“Being two people in the group is actually an advantage. Since we have similar perspectives, we reach the conclusion quickly when we listen to each other.” (Conservative)*

In the second week interview, the participants stated that they chose an idea rather than constructing them, although teacher candidates gave four points to the cumulative principle in the second week.

*“Two ideas emerged. In our opinion, we chose the most suitable one. We did not combine the two. (Conservative)*

It has been observed that conservative case is at the medium and high dialogic level.

### **Intergroup results**

No parallelism was observed in the change of levels in the results among cases. The reasons for the change of scores are based on personal and emotional factors. All cases reached medium and high dialogic levels weekly. This showed that although the educational ideologies of all cases varied, they reached adequate dialogic levels.

It has been observed that the decrease in the level of dialogic principles in liberal cases is affected by affective factors and the same features exist in the anarchist case.

In the liberationist case, the scores of the dialogic principles vary according to the number of people in the case. It was observed that when there were many people, the scores of the dialogic principle decreased and if there were fewer people, the scores increased. Similarly, since there were few people in the conservative case, the scores for dialogic principle were found to be high.

One of the liberationist cases stated that the reason the teacher candidates did not choose the questions asked to get each other’s opinions (supportive principle) was that they were unnecessary and that they did not need them culturally. On the contrary, the anarchist case claimed that when they focused on asking questions, their scores for cumulative and supportive principle increased, and this was crucial in constructing knowledge.

They stated that while constructing the knowledge in the liberationist case, they were based on the ideas accepted by the majority. Similarly, in the conservative case, it was found that they did not focus much on extreme ideas but preferred more common ideas.

### **Discussion**

Interaction and nature of the interaction have a significant role in classrooms. In philosophical changes of education, generally, it is focused that researchers have investigated methodological development, teachers’ and learners’ role, and content design. However, language, language use, and interaction development are important to change classrooms. Lehesvuori (2013) reported that the nature of interaction in the

science classroom is not dialogic. The reasons for it are multifaced and change from a classroom to another classroom.

According to the research of Sinclair and Coulthard (1975) whole-classroom interaction is based on initiation, response, and feedback (Lawson, 1977). Mercer et al. (2009) claim that the traditional model can be used to make classrooms dialogic. Lawson (1977) criticized that initiation, response, and feedback model applied to only teacher-driven talk. In the research, dialogic principles levels of teacher candidates change from time to time however their educational ideologies did not affect their talks directly. Namely, teacher candidates who have different educational ideologies can show dialogic principles in their classroom talks. At the same time, it has been revealed that cases with different educational ideologies have medium and high dialogic levels.

Dialogic teaching principles are applicable in the classroom environment, but teachers need to be aware of the procedure of dialogic teaching methods. Sedova, Sedlacek, and Svaricek (2016) expressed that classroom interaction shift is possible if educational opportunities for teachers are provided. The results of the research show that different educational ideologies did not affect from being involved in the dialogical process. During implementation application, different scores arouse from varied reasons (like motivation, interest, or other reasons). However, all participants said that classroom interaction is important for learners. Bakhtin's dialogic imagination (1981) is based on social nature discourse therefore the results enable teachers who have different educational ideologies create and take part in shifting classroom interaction.

Teo (2016) suggested that the 21st century needs knowledge construction via classroom interaction instead of product-based methods in classrooms. Sedova et al. (2016) noted that the interaction moves of learners and teachers are interrelated. The teacher candidates who have different ideologies can show dialogical principles in their talk however in the focus-group interview, members of the 4- cases claim that in the interaction process participants do not always ask other people's ideas and they participate autonomously. The principles of the dialogic method cannot always show dialogic level of interaction and it needs to analyze in different measurements. As the dialogic pedagogy promotes to create new learner's own thinking ways (Simpson, 2016), the ways are affected by different variables. Beyazbal (2018) stated that curriculum and methods must be flexible to enable dialogic classroom for teachers.

It can be emphasized that dialogic teaching develops critical thinking, collaboration, and communication skills to follow 21st century requirements (Teo, 2019). Two questions arise from this point of view. Will it contribute to the development of teacher candidates' own ideologies in terms of the development of the teaching profession? Or will it reconstruct/deconstruct their own educational ideologies in terms of development of the teaching profession? The answer is for what purpose dialogic teaching will be used. The findings suggest that when the dialogic structure is provided, it can serve

not only the liberal perspective but also all the educational ideology goals targeted.

While liberal educational ideology uses knowledge as a tool to solve problems, liberal education approach focuses on personal development (O'Neill, 1990). In liberal cases, teacher candidates stated that the main reasons for the low dialogic principles were difficulty in finding new ideas, feeling that the process was boring, and having difficulties with motivation. The difficulty of teacher candidates in finding new ideas is that they mainly focus on creation. However, in liberal education, there may not always be changes. Instead, learners provide self-definition or subjectivity (Mohanty, 1990). In terms of dialogic teaching, it is necessary to learn how to use the dialogic repertoires (Alexander, 2004).

In liberationist ideology, one focuses on improving social conditions that hinder personal potentials (O'Neill, 1990). They claimed that learning the perspectives of friends did not always involve asking questions and it was against the culture of their cases. The finding is suitable for their ideology field. The fact that everyone is responsible for contributing to the event and being talkative does not distract them from the dialogic structure. Brameld (1955) stated that the cultural liberationist group provides a future-oriented view rather than transforming or changing. In this sense, the group can be interpreted as a diverse cultural view of the dialogic principles without using the supportive principle. Evans (1991) recommends seeing liberationist ideology as an ideology that will create a serious bridge between society and education rather than focusing on seeing it as radical.

The main purpose of anarchist educational ideology is to ensure the continuity of change (O'Neill, 1990). In the weeks when teacher candidates' scores increased in the anarchist case, it was observed that the principles of cumulative and supportive increased when they focused on asking questions. It was observed in the researcher notes that the teacher candidates focused on producing new solutions. It is observed that group members find interesting solutions to the educational events of anarchist educational ideologies (Suissa, 2006) and this finding coincides with the anarchist ideology.

It aims to raise awareness of social values that exist on the basis of conservative educational ideology (O'Neill, 1990). Conservative educational ideology, which has been the basis of education for a long time, has been revised in time to adapt to changes and criticisms (Moore & Hickox, 2006; Johnston, 1981). However, some basic features are fixed. One of them is being controlled by the authority. In the conservative case, it was observed that teacher candidates used cumulative principle, but it was used more to organize work rather than build knowledge. The main reason is that they can adapt to slow changes with the permission of the rules determined by the authority beforehand (O'Neill, 1990). Namely, the conservative case tried to adapt to the changes created but hesitated to take a few further steps.

## **Conclusion**

The aim of the research is to investigate teacher candidates' levels of dialogical principle according to their educational ideologies. The research is important in terms of showing how the teacher candidates' characteristics of the dialogic principles change that has albeit implicitly an ideology. One of the main aims of teacher education is to develop teacher candidates' perspective on teaching as a profession (Meijer, Korthagen & Vasolos, 2009). Furthermore, it is important for the literature to see how participants with different educational ideologies differ in a dialogic learning environment due to their ideology.

The findings show that medium-level and high-level dialogic principles occur in different educational ideologies. To sum up, it was observed that all cases focused on medium and high-level dialogic principles. However, differences arising from educational ideologies were observed. In the dialogic environment, different ideologies can show the dialogic principles. However, the knowledge construction occurred by each case differs from each other.

In future studies, there will be a need for differences in the knowledge constructed by teacher candidates who have different ideologies in dialogic environments. In addition, it is thought that by creating a dialogic environment in teacher education courses, how the educational ideologies of teacher candidates will change may be an important contribution to the literature.

## **Limitations**

The research is limited to the principles of dialogic teaching. It can be enriched with the repositories of speech types to examine the effectiveness level of dialogic teaching in the classroom.

Although there are findings on the sub-dimensions of the liberal education characteristics of the groups identified according to their educational ideologies, the focus was on the basic characteristics of educational ideologies due to the absence of the sub-dimensions of the conservative group.

Focus-group interviews started to be conducted two weeks after the research started. Focus group interviews were initiated by the researcher due to the reliability risk during the research.

The ideology of the researcher reflects the liberal educational ideologies. Also, the role of the instructor supports that teacher candidates speak freely in learning environment. Therefore, dialogic teaching principles scores of teacher candidates may have been negatively or positively affected.

## References

- Alexander, R. (2004). *Towards dialogic teaching: Rethinking classroom talk*. Cambridge Dialogs.
- Bakhtin, M. (1981). *Dialogic imagination: Four essays*. University of Texas Press.
- Bambha-Arora, P. (2018). *In a cultural remix English class: Enacting dialogic pedagogy to promote critical cultural perspectives*. [Unpublished doctoral dissertation]. State University of New York.
- Beyazbal, S. (2018). *İngilizce öğretim sürecinde diyalojik pedagojini uygulanmasına yönelik fırsat ve sınırlılıkların incelenmesi* [Investigation of opportunities and challenges for the implementation of dialogical pedagogy in English language teaching process]. (Unpublished master thesis). Çanakkale Onsekiz Mart Üniversitesi.
- Brameld, T. (1955). *Philosophies of education in cultural perspective*. Dryden.
- Brufee, K. A. (2010). Taking the common ground beyond cultural identity. *Change: The magazine of Higher learning*, 34(1), 10-17. <https://doi.org/10.1080/00091380209601830>
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Sage Publication.
- Duvall, E. (2007). What a difference an ideology makes: An alternative pedagogical orientation to neoliberal values in education. In R. Alanen & S. Pöyhönen (Eds.), *Language in action: Vygotsky and Leontievian legacy today* (pp.1-35). Cambridge Scholars Publishing.
- Evans, R. W. (1991, April). Educational ideologies and multicultural education [Conference Session]. the Annual Meeting of the American Educational Research Association, Chicago.
- Facundo, B. (1984). Freire-inspired programs in the United States and Puerto Rico: A critical evaluation, Retrieved from <http://www.uow.edu.au/arts/sts/bmartin/disent/documents/Facundo/Facundo.html>.
- Freire, P. (1970) *Pedagogy of oppressed*. Herder and Herder.
- Fiore, K., & Elsasser, N. (1982). ‘Strangers no more’: A liberatory literacy curriculum. *College English*, 44, 115-128. <https://doi.org/10.2307/376825>
- Garcia-Carrion, R., Lopez de Aguilera, G., Padros, M. & Ramis-Salas, M. (2020). Implications for social impact of dialogic teaching and learning. *Frontiers in Psychology*, 11(140), 1-11. <https://doi.org/10.3389/fpsyg.2020.00140>
- Guttek, G. L. (2004). *Philosophical and ideological voices in education*. Pearson Education.
- Hancı-Yerli, A. (2008). *Investigation differences in educational ideologies of school leaders in Mersin in relation to gender, academic degree, and in-service training*. (Unpublished master thesis). Middle East Technical University.
- Johnston, K. (1981). The production of conservative educational ideologies. *Dis-*



- course: *Studies in the Cultural, Politics of Education*, 1, 9-21. <https://doi.org/10.1080/0159630810020102>
- Kibler, A., Valdés, G. & Walqui, A. (2021). A vision for critical dialogic education. In A. Kibler, G. Valdés, & A. Walqui (Eds.), *Reconceptualizing the role of critical dialogue in American classrooms: Promoting equity through dialogic education* (pp. 1-22). Routledge.
- Kim, H. (2021). The construction of different educational ideologies for Korean students during The Japanese colonial era. *Cogent Education*, 8(1), 1-19. <https://doi.org/10.1080/2331186X.2021.1940630>
- Kiraz, E. & Özdemir, D. (2006). The relationship between educational ideologies and technology acceptance in Pre-service teachers. *Educational technology & Society*, 9(2), 152-165.
- Konarzewski, K. (1998). Educational ideologies of Polish teachers. *Teachers and Teaching*, 4(2), 259-271. <https://doi.org/10.1080/1354060980040205>
- Lamm, Z. (1986). Ideologies and educational thought. In D. Bar-Tal (Ed.), *Psychology and Counseling in Education*. Jerusalem: Ministry of Education.
- Lawson, P. O. (1977). Reviewed work: Towards an analysis of discourse by J. M. H. Sinclair, R. M. Coulthard. *TESOL Quarterly*, 11(2), 203-206.
- Lehesvuori, S. (2013). *Towards dialogic teaching in science: Challenging classroom realities through teacher education* [Unpublished doctoral dissertation]. Jyväskylä University.
- Livingstone, D. W. (2012). *Class, ideologies, and education futures*. Routledge Publication. <https://doi.org/10.4324/9780203127186>
- Lyle, S. (2008). Dialogic teaching: Discussing theoretical contexts and reviewing evidence from classroom practice. *Language and Education*, 22(3), 222-240.
- Lynch, K. (1987). Dominant ideologies in Irish educational thought: Consensualism, essentialism and meritocratic individualism. *The Economic and Social Review*, 18(2), 101-122.
- Matusov, E. (2009). *Journey into dialogic pedagogy*. Nova Science Publishers
- Meijer, P. C., Korthagen, F. A. J. & Vasalos, A. (2009). Supporting presence in teacher education: The connection between the personal and professional aspects of teaching. *Teaching and Teacher Education*, 25(2), 297-308. <https://doi.org/10.1016/j.tate.2008.09.013>
- Mercer, N. (2002). The art of interthinking. *Teaching thinking* 7, Spring: 8–11.
- Mercer, N., Dawes, L. & Staarman, J. K. (2009). Dialogic teaching in the primary science classroom. *Language and Education*, 23(4) 353-369. <https://doi.org/10.1080/09500780902954273>
- McLaren, P., & Lankshear, C. (1994). *Politics of liberation: Paths from Freire*. Routledge.
- McLaren, P., & Leonard, P. (1993). *Paulo Freire: A critical encounter*. Routledge.

- Mohanty, C. T. (1990). On race and voice: Challenges for liberal education in 1990s. *Cultural Critique*, 14, 179-208.
- Moore, R. & Hickox, M. (2006). Vocationalism and education change. *The Curriculum Journal*, 5(3), 281-293. DOI: 10.1080/0958517940050302
- Moskal, B. M. (2000). Scoring rubrics: What, when and how? *Practical Assessment, Research and Evaluation*, 7(3), 1-5. <https://doi.org/10.7275/a5vq-7q66>
- Navaz, A. M. M. (2020). Developing a framework for understanding lecturer-student interaction in English-medium undergraduate lectures in Sri Lanka: First step towards dialogic teaching. *International Journal of English Linguistics*, 10(6), 395-409. <https://doi.org/10.5539/ijel.v10n6p395>
- O'Neill, W. F. (1990). *Educational ideologies contemporary expressions of educational philosophy*. Kendall / Hunt Publishing Company.
- Parkay, F. W. (2020). *Becoming a teacher*. Pearson Education.
- Paterson, L. (2010). The three educational ideologies of the British Labour Party, 1997-2001. *Oxford Review of Education*, 29(2), 165-185. <https://doi.org/10.1080/0305498032000080666>
- Rodriguez- Scheel, A. C. (2015). *Preparing early childhood educators for diverse classrooms: Engaging identity through dialogic pedagogy* [Unpublished doctoral dissertation]. University of California.
- Sedova, K., Sedlacek, M. & Svaricek, R. (2016). Teacher professional development as means of transforming student classroom talk. *Teaching and Teacher Education*, 57, 14-25. Doi: 10.1016/j.tate.2016.03.005
- Shor, I. (1987). *Critical teaching and everyday life*. University of Chicago Press.
- Siegel, H. (2009). *Philosophy of education*. Oxford University Press.
- Simpson, A. (2016). Dialogic teaching in the initial teacher education classroom: "Everyone's voice will be heard". *Research Paper in Education*, 31(1), 89-106. Doi: 10.1080/02671522.2016.1106697
- Sinclair, J. M. & Coulthard, R. M. (1975). *Towards an analysis of discourse: The English used by teachers and pupils*. London: Oxford University Press.
- Srinivasan, M., Wilkes, M., Stevenson, F., Nguyen, T., & Slavin, S. (2007). Comparing problem-based learning with case-based learning: Effects of a major curricular shift at two institutions. *Academic Medicine*, 82(1), 74-82. Doi: 10.1097/01.ACM.0000249963.93776.aa
- Spring, J. (2004). *How educational ideologies are shaping global society*. Lawrence Erlbaum Associates.
- Stake, E. R. (1995). *The art of case study research*. Sage Publications.
- Sukamolson, S. (2007). *Fundamentals of quantitative research*. Bangkok: EJTR.
- Suissa, J. (2006). *Anarchism and education: A philosophical perspective*. Routledge Publication. <https://doi.org/10.4324/9780203965627>
- Tellis, W. (1997). Introduction to case study. *The Qualitative Report*, 3(3). Retrieved

from <http://www.nova.edu/ssss/QR/QR3-3/tellis2.html>

- Teo, P. (2016). Exploring the dialogic space in teaching: A study of teacher talk in the pre-university classroom in Singapore. *Teaching and Teacher Education*, 56, 47-60. Doi: 10.1016/j.tate.2016.01.019
- Teo, P. (2019). Teaching for the 21st century: A case for dialogic pedagogy. *Learning, Culture and Social Interaction*, 21, 170-178. Doi: 10.1016/j.tate.2016.01.019
- Ten Dam, G., Volman, M. (2004). Critical thinking as a citizenship competence: Teaching strategies. *Learning and Instruction*, 14, 359-379. Doi: 10.1016/j.learninstruc.2004.01.005
- Vygotsky L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Ward, I. (1994). *Literacy, ideology, and dialogue: Towards a dialogical pedagogy*. State University of New York.
- Yin, R. K. (2003). *Case study research: Design and methods*. Sage Publications. <https://doi.org/10.33524/cjar.v14i1.73>