The Implementation of Dialogic Teaching in Preservice Teacher Education: A Comparative Study in the Humanities and the Arts

Dialogic Teaching (DT) has been widely recognized for its potential to enhance student engagement, critical thinking nation in various subject areas have been extensively studied, limited attention hag, and co-construction of knowledge. While its psychological foundations and impales been given to how DT is taught in teacher education, particularly in the fields of the humanities and the arts. This study seeks to address this gap by exploring how dialogic teaching is integrated into preservice teacher training programs in literature, language, and media studies.

The study addresses three central questions:
1.What are the unique features of DT that make it suitable for teacher training workshops?
2.In what ways is DT applied in courses on language, literature, and media?
3.How is knowledge and practice of DT transferred from teacher education settings to classroom implementation by preservice teachers?
The research design includes a comparative analysis of preservice teachers across three disciplines. In the first phase, students participate in workshop sessions focused on DT principles, including the ICAP and SEDA frameworks, with experiential learning components such as discourse analysis and collaborative lesson planning. In the second phase, students implement their lesson plans in schools, followed by video recordings, reflection journals, and guided post-lesson discussions with their instructors. Data sources include lesson plans, classroom recordings, reflective diaries, and observation logs.
This study aims to contribute to the field of teacher education by identifying effective conditions for implementing DT in initial teacher training. It offers practical insights into designing pedagogical models that foster dialogic practices in the humanities and arts.

interaction in classrooms and highlights the potential of DT in shaping reflective, student-centered teaching.