

The Conversational Competence Level Among the Gifted students in light of Some Variables

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Abstract

The current study aimed at identifying the conversational competence level among the gifted students in light of some variables. The sample consisted of (178) male and female gifted students within Aseer District. The analytical descriptive statistics were used and McDowell's Conversational Competence Scale (2000) was administered. Results revealed that the conversational level among gifted students was high. Further, there were no statistically significant differences ($\alpha \leq 0.05$) attributed to effect of gender on all domains and the overall degree excluding domain "presentation", where differences were in favor of females. However, there were statistically significant differences at ($\alpha \leq 0.05$) attributed to effect of the school level on all domains and the overall degree excluding domains "modeling" and "response", where differences were in favor of the secondary school level. There were no statistically significant differences at ($\alpha \leq 0.05$) attributed to the effect of interaction between gender and school level on most domains excluding domains "presentation" and "results" and the overall degree.

Keywords: conversation, conversational competence, gifted students, communication skills, teaching methods.

INTRODUCTION

The last few decades witnessed much interest of the educators to find out most appropriate methods to develop conversation skills among students. This concern formed impetus toward enhancing thinking skills and adopting participatory approaches to encourage student-teacher and student-student conversation in the different educational situations.

The significance of conversation stems from its potential to be used in the student-teacher and student-student educational communication. A clear educational communication in classroom will improve understanding, reduce disadvantages and reduce advantages of the instruction delivered by the teacher (Al-Roumi, 2014). Additionally, as a teaching method, conversation supports effective participation of students in classroom activities, share knowledge, cooperation, and motivates learners for the future (Asghar, 2016).

Similarly, Al-Omari (2017) indicated that conversation is an important instructional method by which information can be communicated. For instance, questions and answers on some topic can set the scene for smooth flow of the conversation and exchange information among students. The instruction method that depends on narrative is less exciting. Comparatively, conversation is exciting, engaging and attracting interest of parties involved.

Based on Manshad; Jabur (2018), the effective conversation is characterized by dialogue and discussion of intricate and argumentative issues that can be widely used to develop the analytical skills among students and explore different alternatives or solutions to certain issues; and Such skills are directly relate to cognitive goals and developing higher thinking skills.

Barbule's considered that conversation is a meaningfully guided exchange aiming at enhancing the teaching-learning process. However, not every exchange implies educational objectives, and not every communication is a form of conversation as well (Alshaqsi & Ambusaidi, 2018).

Conversation is also important because it instills in students such characteristics as flexibility, ability to listen effectively, dialogue skills, reception of positive beliefs, and acquire critical thinking skills stemming from the community culture and value system (Al-Doosry, 2016).

Mustafa (2011) indicated that teacher's role is significant in organizing conversation and success of the conversation depends on both teacher's role and student engagement in the conversation process. To ensure effectiveness of conversation in classroom, the teacher provides for appropriate modalities, motivate students' participation through diversifying questions, allow students the opportunity for participation, and identify the problem of concern for all students, control the ideas and experiences in addition to sequencing conversation until reaching the correct thinking, and deepening thinking, and exploring the appropriate solutions, where the student views shall be represented in the classroom conversation and reflect difference knowledge sources and various views on important controversial issues (Bosser & Lindahl, 2019)

In this context, Alshaqsi & Ambusaidi (2018) argues that conversation is one of most effective tools for teachers to use when they communicate positively with students as it focuses on the activities taking place inside classroom including talks, dialogue explanation of concepts, tasks, questioning and ideas already discussed.

Kang & Han (2019) indicates that the modern teaching methods depend on physical interaction and conversation through experimentation and discussions that concentrate on interaction, group work, and cooperative learning. Cognitions are acquired through teacher-student

communications, and learning outcomes are reflected in the knowledge and skills acquired by learner's contrary to traditional methods where learning depends on the activities of brain functioning to process data received.

Rosenfeld & Grant & Mc-Crosky (1995) reported that the conversation competence is one of significant indications of academic high-achievement of students in different school levels and poor conversation skills among students is an indicator of poor academic performance. Anzai & Paik (2000) demonstrated that fearing student-student conversation or verbal communication has negative effects among students because it negatively affects their attitudes to learning and make learners avert from participation in extracurricular and classroom activities which influence their academic performance.

Bansal (2018) described a set of extensive goals being developed to control the conversation directed by teacher so as to enhance the conversational discourse inside classroom. Such goals include developing the extensive conversation culture among students and develop multiple standpoints of students that encourage active exchange of thoughts.

The related literature proposes approximate level of conversation culture among students. A multitude of studies have been conducted in Arabic and international environments on the conversation culture among different student populations. For instance, Manshad, Jabur (2018) conducted a study aimed at identifying the pedagogical conversation culture as a method to enhance reflective thinking skills among female students attending the faculty of education. The sample consisted of (70) female students in the first stage at the Department of History. Participants were assigned to two groups one experiment and the other is control group. The study found statistically significant differences between mean scores of the experimental compared with the control group students in reflective thinking in favor of the experimental group students.

Muhonen et. al (2018) aimed at identifying correlations between quality conversation and academic performance among students, and analyze conversational types used in teaching that have different quality levels and can be identified in classroom. A total of (158) sixth grade lessons were videotaped, and conversation quality was assessed using Secondary Grade Checklist. Results found that the quality of instructional conversation was positively associated with student academic performance (grades) in language arts, physics/chemistry; and that the physics/chemistry lessons were typically characterized with high quality instructional conversation more than language arts lessons.

To & Liu (2018) conducted a study for purpose of describing model conversation features among colleague teachers in three classrooms of

postsecondary education and challenges encountered in the conversation. The sample consisted of (69) postsecondary students using group interviews. Results reported that students lack necessary competencies to resolve the social-cognitive conflict in peer conversation.

Alshaqsi & Ambusaidi (2018) conducted a study for purpose identifying types of conversation in classrooms used by science teachers. The sample consisted of six science teachers. A mixed study design with three instruments was used: observation checklist and questionnaire measuring two domains: whole class conversation and partial class conversation. Data collection was conducted using the focus group and videotaping of two lessons. Results indicated that the conversation type most often used was student-teacher conversation and the least used was student-student conversation and conversation types that involved the whole class. Results also showed that female science teachers were more effective in practicing teacher-student conversation compared with male science teachers.

Al-Doosry (2016) conducted a study aimed at exploring the reality of conversation practice in King Saud University from students' standpoints. The sample consisted of (454) student from King Saud University in Riyadh. Using the survey descriptive approach to collect data, results indicated the conversation practice among education students at King Saud University was estimated at high degree.

Al-Smadi (2016) sought to identify the acquisition degree of conversation culture by Al-Qasim students. The sample consisted of (375) male and female students at Al-Qasim University. Findings showed the practice degree of conversation by AL-Qasim students was moderate and there were no statistically significant differences attributed to gender. Similarly, there were statistically significant differences attributed to year of study with differences being in favor of fourth year students.

Kaya, Kanil & Alkin (2016) compared the emotional intelligence level and conversation skills between gifted and average students. The sample consisted of (181) students attending middle schools in Turkey. Results show that there are no statistically significant differences among gifted and average students in the communication skills.

Hayajneh, Hijazi, AL-Rowad (2015) conducted a study aiming at exploring the conversation culture and skills among graduate students in the Jordanian universities. The sample consisted of (207) male and female students at the Jordanian universities. Results indicated that the conversational skills among participants were highly practiced; and there were no statistically significant differences attributed to gender and the academic degree.

Mahdy, El-Sayed (2014) investigated the effect of social intelligence and conversation management on perception of academic life quality by university students. The sample consisted of (324) male and female students from Al-Mina University. Results indicated conversation management has an impact on academic life quality; life quality could be predictable depending on conversation management, social skills and social awareness.

The extensive review of related literature and prior studies shows that conversation was the focus of many studies addressed different school levels and there results revealed that there are many influencing factors contribute to enhance conversation culture and skills among students in general. The conversation competence levels vary by the variables studied and environments where studies were conducted. The present study is a contribution in this context that addresses other variables.

Statement of the Problem

Conversation is critical for uncovering different viewpoints of students, and greatly reduces misunderstanding and negative effects involved, so it is necessary to create a an educational environment that encourages conversations and enhances conversation skills. Attard et al (2018) showed that the effectiveness of an educational program implemented in classroom depends on student-teacher and student-student conversation types and competencies. Bosser & Lindah (2019) demonstrated that the way student-teacher interact is critical to practice the classroom conversation, and enhance student motivation to keep line with intended instructional outcomes. Based on the previous, we can safely argue that acceptance of and conversing with the opinion of other forms a prerequisite for effective education considering the positive advantages that reflect on students within different educational environments that represent by social proactive attitudes, adoption of more developed learning styles that fosters thinking skills, cognitive abilities, and develop personality and self-concept among learners. In this context, many studies have been focused on developing conversation among students in different school levels. For instance, Whiteboard et al (2018) developing conversation in elementary classrooms greatly contributes self-regulation among students. Further, Quanstrom (2014) found large scale evidence to support that a conversing instructional approach enhances critical thinking, and metacognition in classroom. In order for learners to succeed in the conversation, they need to feel comfortable emotionally to as to get adapted to the educational situation and easily interact with the environment. So, it is important to enhance the conversation culture in the different instructional environments especially for gifted students. From this point we find that the conversation competence among gifted students has become vital in light of the digital and cognitive explosion

which motivated toward addressing this problem through attempting find answers to the following questions:

Questions of the Study:

Q1: What is the level of conversation competence among gifted students?

Q2: Are there statistically significant differences in conversation competence level that differ by gender, school level or their interaction?

Significance of the Study:

First: Theoretical Part of the Study:

The significance of the current study resides in the fact that:

- There is dearth studies in the Arabic library that addressed the conversation competence among gifted students.
- Results from the present study can be built on to develop a program for student guidance so as to overcome difficulties faced by the gifted student in course of a conversation.
- The present study would be an addition to literature in educational psychology by focusing on topic of valuable importance.

Second: Practical Part of the Study:

- Results from the current study could be beneficially implemented at the educational institutions.
- May provide insights to researchers and specialist in psychology, giftedness and talent studies to develop enriching programs for training students and foster their conversation skills.
- Hopefully, results from the current study may contribute to raise awareness among teachers and counselors concerning the conversation culture.

Objectives of the Study

This study seeks to:

- Explore the conversation competence level among gifted students.
- Identify the statistical differences, if any, in the conversation competence levels in light of gender and school level variables.

Procedural Definitions:

Conversation Level:

Conversation Competence: refers to individual's ability to listen and talk in different social situations (McDoweli, 2000). Procedurally, conversation competence is defined as the overall degree scored by subjects on McDoweli's Conversation Competence Scale that measures

the domains of planning, presentation, modeling, response and outcomes.

Gifted Students:

Gifted Students: are students diagnosed with above average intellectual, academic, or leadership skills who require a number of services and special care to fullest develop such abilities and skills (Jarwan, 2016). Procedurally, gifted students are defined in the current study as the students who are diagnosed by Gifted Department at the Ministry of Education as gifted based on approved criteria such as intelligence tests, academic achievement, special aptitudes and interviews.

Procedures and Instruments

Methods

The researcher used the analytical descriptive approach in this study.

Participants:

The purposefully selected sample consisted of (n=179) gifted students of the upper primary and secondary school levels within Aseer District both males and females.

Instrumentation:

To accomplish the study goals, the following scales were used:

- **Conversation Competence Scale:**

The current study employed McDowell's Conversation Competence Scale that consists of 22 items and measuring conversation competence over the domains of planning, presentation, modeling, response and outcomes.

Validity Test:

First: Surface Validity:

The instrument was sent for a number of judges to elicit their specialist opinions, and to ensure that it validly measures the conversation competence among the gifted students. The opinions gathered confirmed the surface validity of the instrument because an item considered approved if matched the insertion criterion of 90% agreement among judges and this percentage considered acceptable for purpose of the present study.

Second: Construct Validity:

To infer the construct validity of the instrument, the correlation coefficients of items and the overall degree were computed in a pilot study sample (n=45) chosen from without the original sample. The

correlations were computed for each item with the overall degree, from a hand, and between each item and the domain to which it belongs, on the other as well as between each domain and the overall degree. The correlation coefficients for items with the whole instrument ranged between (0.44-0.89) and for items with the domains ranged between (0.37-0.91).

Reliability Test:

To verify reliability, the Test-Retest method was used by administering the instrument and re-administration two weeks later on a group (45) chosen from without the original sample. Pearson correlation coefficient was computed between respondent's estimates on the test and retest. The reliability coefficients were also computed using the internal consistency method using Cronbach's alpha. Table (1) shows internal consistency coefficient computed by Cronbach's alpha and reliability on the Test-Retest for the domains and overall instrument, where the reliability values considered appropriate

Table (1): Internal Consistency Coefficient Cronbach's alpha, and retest reliability for the domains and overall degree

Domain	Retest Reliability	Internal Consistency
Planning	0.88	0.89
Presentation	0.89	0.84
Modeling	0.90	0.89
Response	0.90	0.91
Outcomes	0.94	0.93
Conversation Competence	0.94	0.97

Adjustment of the Scale:

Likert 5-point scale was used for instrument adjustment, where each item was assigned one out of five degrees (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) and assigned weighs of 1, 2, 3, 4, 5 respectively. For analysis purpose, the following ranges were accepted: [1.00-2.33 low degree], [2.34-3.67 moderate degree], and [3.68-5.00 high degree].

Statistical Treatment:

The statistical treatments of means, standard deviations and Two-Way ANOVA were employed.

Results

Q1: What is the level of conversational competence among gifted students?

To answer this question, means and standard deviations of the level of conversational competence among gifted students were computed as shown by the following table.

Table (2): Means and standard deviations of the conversational competence level among the gifted students in descending order by means

Rank	No.	Domain	M	SD	Level
1	4	Response	4.35	.339	High
2	1	Planning	4.27	.373	High
3	3	Modeling	4.21	.608	High
4	2	Presentation	3.68	.456	High
5	5	Outcomes	3.48	.463	Moderate
		Conversational Competence	4.03	.303	High

Table (2) shows that the mean scores ranged between (3.48-4.35), where the domain "response" was placed top (M=4.35), compared with domain (outcomes" which was placed in the last rank (M=3.48) and the overall degree for the conversation competence was ranked at (M=4.03).

Q2: Are there differences in the conversational competence level that vary by gender, school level and their interaction?

To answer this question, means and standard deviations of the conversational competence level by the variables of gender and school level as shown by the following table.

Table (3): Means and standard deviations of the conversational competence level by gender and school level

	Gender	School Level	M	SD	Number
Planning	M	Middle	4.25	.389	52
		Secondary	4.25	.324	52
		Total	4.25	.357	104
	F	Middle	4.17	.362	34
		Secondary	4.39	.397	41
		Total	4.29	.395	75
Presentation	M	Middle	4.22	.378	86
		Secondary	4.31	.363	93
		Total	4.27	.373	179
	F	Middle	3.54	.315	52
		Secondary	3.45	.351	52
		Total	3.49	.335	104
	F	Middle	3.75	.413	34
		Secondary	4.10	.464	41

		Total	3.94	.473	75
	Total	Middle	3.62	.369	86
		Secondary	3.74	.519	93
		Total	3.68	.456	179
Modeling	M	Middle	4.22	.610	52
		Secondary	4.20	.617	52
		Total	4.21	.611	104
	F	Middle	4.06	.530	34
		Secondary	4.33	.648	41
		Total	4.21	.609	75
	Total	Middle	4.15	.582	86
		Secondary	4.26	.631	93
		Total	4.21	.608	179
Response	M	Middle	4.32	.344	52
		Secondary	4.33	.293	52
		Total	4.33	.318	104
	F	Middle	4.36	.377	34
		Secondary	4.40	.359	41
		Total	4.38	.366	75
	Total	Middle	4.33	.356	86
		Secondary	4.36	.323	93
		Total	4.35	.339	179
Outcomes	M	Middle	3.55	.421	52
		Secondary	3.47	.464	52
		Total	3.51	.443	104
	F	Middle	3.22	.358	34
		Secondary	3.63	.510	41
		Total	3.45	.490	75
	Total	Middle	3.42	.427	86
		Secondary	3.54	.489	93
		Total	3.48	.463	179
Conversation Competence	M	Middle	4.00	.257	52
		Secondary	3.97	.280	52
		Total	3.99	.268	104
	F	Middle	3.94	.247	34
		Secondary	4.19	.369	41
		Total	4.08	.341	75
	Total	Middle	3.98	.253	86
		Secondary	4.07	.338	93
		Total	4.03	.303	179

Table (3) shows superficial variance in the means and standard deviations of the conversational competence by categories of the gender and school level variables. To demonstrate significance of the statistical differences between mean scores, two-way analysis of variance was employed as shown by table (4)

Table (4): 2-way analysis of variance of the effect of gender, school level and their interaction on the conversational competence

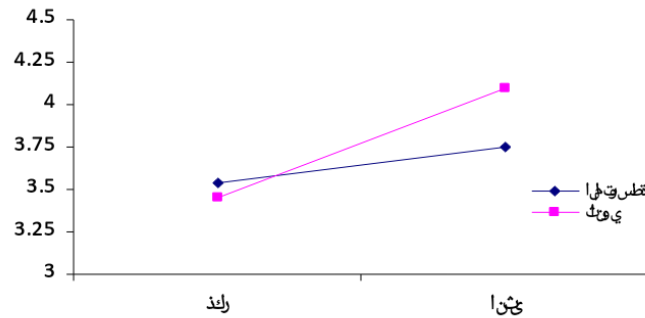
Source of Variance	Domain	Total Squares	Freedom Degrees	Mean Squares	F-Value	Significance α
Gender	Planning	.040	1	.040	.296	.587
	Presentation	8.168	1	8.168	55.861	.000
	Modeling	.007	1	.007	.019	.891
	Response	.117	1	.117	1.011	.316
	Outcome	.293	1	.293	1.481	.225
	Conversation Competence	.280	1	.281	3.310	.071
School Level	Planning	.560	1	.560	4.129	.044
	Presentation	.746	1	.746	5.101	.025
	Modeling	.684	1	.684	1.856	.175
	Response	.033	1	0.33	.289	.592
	Outcomes	1.159	1	1.159	5.853	.017
	Conversation Competence	.511	1	.511	6.038	.015
Gender X School Level	Planning	.487	1	.487	3.589	.060
	Presentation	2.146	1	2.146	14.680	.000
	Modeling	.909	1	.909	2.468	.118
	Response	.003	1	.003	.027	.869
	Outcomes	2.711	1	2.711	13.689	.000
	Conversion al Competence	.829	1	.829	9.797	.002
Error	Planning	23.475	175	.136		
	Presentation	25.587	175	.146		
	Modeling	64.283	175	.368		
	Response	20.267	175	.116		
	Outcomes	34.653	175	.198		
	Conversion Competence	14.807	175	.085		
Overall	Planning	24.716	178			

	Presentation	36.974	178			
	Modeling	65.852	178			
	Response	20.426	178			
	Outcomes	38.200	178			
	Conversation Competence	16.331	178			

Table (4) shows that:

- There are no statistically significant differences at ($\alpha \geq 0.05$) attributed to effect of gender on all domains and the overall degree excluding domain "presentation" with differences being in favor of females.
- There are statistically significant differences at ($\alpha \geq 0.05$) attributed to effect of school level on all domains and the overall degree excluding domains "modeling" and "reaction" with differences being in favor of the secondary school level.
- There are no statistically significant differences at ($\alpha \geq 0.05$) attributed to effect of interaction between gender and school level on most domains excluding domains "presentation" and "results" and the overall degree. To demonstrate effect of differences, the mean scores were displayed in a graphical representation as follows:

Fig. (1) shows interaction between gender and school level in domain "presentation"



As shown by fig. (1), differences in the interaction between gender and school level in domain "presentation" were favoring males in the middle school level and females in the secondary school level.

Fig. (2) shows interaction between gender and school level in domain "results"

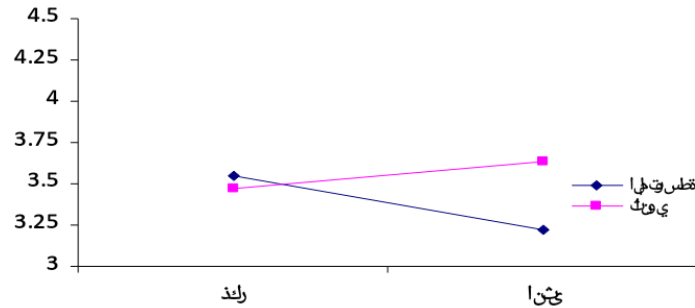
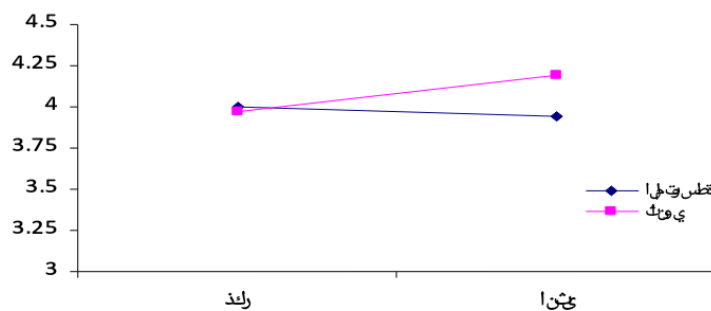


Fig. (2) shows interaction between gender and school level within domain "results" and differences were in favor of male students in the middle school level and female students in the secondary school level

Fig. (3) Shows effect of interaction between gender and school level on the conversational competence



As shown by Fig. (3), there was effect for the interaction between gender and school level variables on the conversational competence with differences being in favor of females in the secondary school level.

Discussion of the Results

Discussion of results related to the first question: "What is the level of conversation competence among the gifted students?"

Results indicated that the conversation competence level among the gifted students was estimated high on all domains and the overall degree. To explain this result, gifted students are typically effective contributors to conversation and discussion inside classroom, and effectively manage the social interpersonal relationships as a result of the enriching programs to which they are exposed. Such enriching programs are based on different applications and activities that

predispose students to manage conversation and discuss more effectively inside classroom, especially that gifted students tend to get involved in open discussions and continuous conversations. This is so because gifted students enjoy a set of peculiar qualities such as motivation and perseverance, high performance, and tend to participate in decision-making which improves their curiosity, active learning, and positive participation. The gifted students prepare lessons in advance so that they interact more positively with the teacher in classroom through asking robust questions; and because they are characterized with independency, they dare manage the classroom discussions, and inquire about new or unclear aspects of a subject, thereby the whole conversation will get improved and insightful. Additionally, the gifted students are careful about self confirmation and getting support from the teacher which finally translated into high achievement. This result is also consistent with Jarwan (2016) that described gifted students as having high curiosity, fine language abilities, and mostly ask analytical questions that are uneasy to answer. This result can also be attributed to the observation that gifted students usually come from well-educated social populations that demonstrate analytical and critical abilities due to their intellectual flexibility in developing effective social networks. As previously, noticed the conversation competence is based on how efficient a student in life and what skills is they acquired which finally reflect on their academic achievement and their conversation skills as well.

This result is consistent with Muhonen et al (2018) that indicated that conversation quality is positively associated with the academic performance measured by the general average. Typically, the physics/chemistry lessons require high quality conversation skills compared with other subjects and gifted students usually outperform their peers in such subjects. This result is consistent with Al-Doosry (2016) that showed high practice degree of conversation among the Faculty of Education students; and is in agreement with Hayajneh et al (2015) that revealed high degree of the conversation skills among participants. Additionally, results are consistent with Mahdy & El-Sayed (2014) that confirmed that the way how conversation is managed affects quality of the academic life.

Discussion of second question: Are there differences in the conversation competence level that vary by gender, school level and interaction between them?

Results indicated no statistically significant differences at ($\alpha \geq 0.05$) attributed to effect of gender in most domains and the overall degree excluding presentation where differences were in favor of females. This result can be attributed to the fact that giftedness is noticed in both males and females. The gifted students are normally characterized with a number of behavioral, social, and academic features as well as critical,

analytical and experiential skills. They also tend to compete each other, seek to perfection, and leadership. Furthermore, because gifted students typically are subject to a set of admission requirements including academic achievement, and high intelligence level and belong to the same educational environment in terms of the instructional programs and teacher competencies, they usually tend to practice the same level of behaviors. As for the statistical differences revealed in favor of females within the domain "presence", this result can be explained in favor of females' tendency to social interactions more than males. This result is consistent with Hayajneh et al (2015) and Al-Smadi (2016) that found no statistically significant differences attributed to gender in conversation. However, this result is inconsistent with Alshasi & Ambusaidi (2018) that demonstrated that female science teachers practice student-teacher conversation more effectively than male science teachers.

Another result from the current study is the statistically significant differences at ($\alpha \geq 0.05$) attributed to effect of school level on all domains and the overall degree excluding for domains "modeling" and "response" where differences were in favor of secondary school level. This result can be explained by the observation that compared with upper primary students, secondary students are characterized with knowledge curiosity, tendency to exploration, active learning and positive participation as well as commitment to task, being elastic when they communicate with teacher, their ability to ask critical questions. Because they enjoy with a sort of independency, they become more serious and bolder in teacher-student conversation and able to discuss tough issues which increase their conversation competence. In addition, secondary students usually have higher language skill that they ask intriguing questions that are uneasy to answer. Furthermore, the nature of topics taught to secondary students allow them the opportunity to practice reasoning and converse critically because they typically involve many activities that encourage researching, find information from their original sources, and find solutions to problems encountered in the environment through asking questions that raise thinking, critic opinions and find out solutions. As a result, such skills are considered significant indication of effective conversation. This result is consistent with A-Smadi (2016) that revealed statistically significant differences attributed to year of study in favor of fourth year students. However, this result is inconsistent with Hyajeneh et al (2015) that showed no statistically significant differences attributed to school level variable.

Results also indicated that there are no statistically significant differences at ($\alpha \geq 0.05$) attributed to interaction between gender and school level on all domains excluding domains "presentation" and "outcomes" and the overall degree. Results from the current study also revealed that the interaction between gender school level variables yielded high level in the domains "presentation" and "outcomes" among

both males in the middle and females in the secondary school levels compared with male secondary students and female middle students. Similarly, female students in the secondary school level had high level conversation competence and social communication levels compared with male students in both the upper primary and secondary school levels and with female middle school students. This result can be attributed to the socialization of females as they are usually treated with courtesy and carefulness which would reflect on female students' style of conversation that characterizes with elasticity to acquire appreciation from others. The reason could be attributed to the psychological nature of females who naturally tend to communicate peacefully with others contrary to male individuals.

Recommendations:

- Develop enriching programs aiming at improving the conversation competence level among gifted students.
- Conduct further studies on larger population inclusive to all gifted and average students.
- Organize training courses for teachers to introduce them to methods of developing the conversation competence among students.
- Assist students to be familiarized with discussion, dialogue conversation and constructing critics and develop in them the sense of responsibility, brevity, and polite boldness.

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