



The Impact of Dialogic Approach on ESP University Students' Speaking Anxiety and Emotional Well-being

Insaf Khoudri¹, Umar Fauzan²

¹*Moulay Ismail University, ENS Meknes, Morocco*

²*Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda*
e-mail: insaf.khoudri@edu.umi.ac.ma, umar.fauzan@uinsi.ac.id

Abstract:

The aim of this study is to investigate the effectiveness of the dialogic teaching approach in enhancing the emotional well-being and reducing the speaking anxiety of EFL university learners of English for Specific Purposes (ESP). To achieve the objectives of this study, the study was conducted on two groups of undergraduate students from the Department of Management Technique at the High School of Technology in Meknes, Morocco. To collect data, a quasi-experimental research design was adopted, combining a non-equivalent group design with a pretest and a posttest design. To analyze data, SPSS was used to employ two tests. A t-test for within-group comparisons before and after the intervention, and an independent sample test for between-group comparisons pre- and post-intervention. Drawing on the findings, the dialogic approach was successful in enhancing ESP learners' speaking skills, reducing their speaking anxiety, and improving their emotional well-being, in contrast to the control group, which continued with traditional lectures and did not receive any intervention. Hence, the study implies that developing students' public speaking skills and using interactive teaching methods becomes a requirement to alleviate students' speaking anxiety while increasing students' emotional well-being.

Keywords: dialogic approach, emotional well-being, ESP, speaking anxiety

1. INTRODUCTION

In learning a foreign language, speaking is perceived as one of the most important skills. It is the most effective way to communicate one's ideas. However, learners have acknowledged that anxiety has been a problem that hinders their acquisition. Mora et al. (2024) claimed that anxiety

hampers language acquisition in both second and foreign language contexts. This anxiety can be intensified by both the learner's internal and external factors. Previous studies (Liu, 2018; Jiang & Dewaele, 2019) have demonstrated that internal factors such as self-perception can affect performance; learners who believe their linguistic skills are poor experience more anxiety when speaking in class. Thus, they undervalue their foreign language skills. External factors are related to the learning environment, such as teachers' teaching methods and classroom environment (Jin et al., 2021). In a study conducted by Effiong (2016), anxiety was found to make students and the whole classroom a quiet place, and it can be a result of teachers and peers who are not friendly. Nuridzdzati & Akhiriyah (2023) assert that anxiety influences students' ability to learn a foreign language. In this sense, Gillham & Seligman (1999) suggest that research on negative emotions and experiences often needs more consideration than positive ones.

Previous studies have examined speaking anxiety from different angles. Some focused on the correlation between speaking anxiety and other variables, such as speaking achievement and self-confidence (Chen & Hwang, 2020; Kelsen, 2019; Oflaz, 2019), while other studies delved into the causes, the consequences, and results of speaking anxiety (Idrus, 2022; Meliyani et al., 2022; Rajitha & Alamelu, 2020; Rosyidah et al., 2020; Yildiz, 2021). In fact, speaking anxiety has an impact on learners at different levels, such as their emotions, cognition, and behaviors; therefore, Jin et al. (2021) suggest that it is crucial to identify strategies to mitigate learners' anxiety and its negative effects. Furthermore, the existing research has focused on high school and university students from the department of English (Nuridzdzati & Akhiriyah, 2023). However, there is a lack of studies focusing on students learning English for specific purposes, especially on effective teaching approaches that enable learners to have their speaking anxiety reduced while simultaneously enhancing their emotional well-being. Behaviorist philosophy posits that conditioning plays a crucial role in shaping human behavior (Abbas et al., 2022). This suggests that teachers' interference and their teaching methods can help impact students and their learning. Based on the literature reviewed and experiences with learners of English for Specific Purposes, it appears that these students often experience anxiety during classroom speaking activities. Therefore, this issue needs to be addressed because graduates are expected to develop different skills, including both hard and soft skills, such as effective communication. Since emotions significantly influence how learners engage, improve, and perform, adopting a dialogic approach could be beneficial. Research suggests that this approach can help reduce speaking anxiety among students and positively impact their emotional well-being. Therefore, this paper aims to investigate the effect of the Dialogic Approach on ESP university students' speaking anxiety and emotional well-being.

1.1 Research Questions

To achieve the purpose of this paper, the following questions need to be answered:

1. To what extent is there a difference between the pre-test and post-test levels of speaking anxiety and emotional well-being in the control group?
2. To what extent is there a difference between the pre-test and post-test levels of speaking anxiety and emotional well-being in the experimental group?
3. To what extent is there a difference in the levels of speaking anxiety and emotional well-being between the control group and the experimental group before and after the treatment using the dialogic approach to teaching and learning?

1.2 Research hypotheses

H₀: There is no significant difference in the levels of speaking anxiety and emotional well-being between the pre-test and post-test in the control group.

H₁: There is a significant difference in the levels of speaking anxiety and emotional well-being between the pre-test and post-test in the control group.

H₀: There is no significant difference in the levels of speaking anxiety and emotional well-being between the pre-test and post-test in the experimental group.

H₁: There is a significant difference in the levels of speaking anxiety and emotional well-being between the pre-test and post-test in the experimental group.

H₀: There is no significant difference in the levels of speaking anxiety and emotional well-being between the control group and the experimental group before and after the treatment using the dialogic approach to teaching and learning.

H₁: There is a significant difference in the levels of speaking anxiety and emotional well-being between the control group and the experimental group before and after the treatment using the dialogic approach to teaching and learning.

2. LITERATURE REVIEW

2.1 Speaking Anxiety

In recent years, there has been an increasing focus on the emotional experiences of individuals learning foreign languages and how these emotions affect their learning process. By understanding these emotional experiences, educators and researchers can develop language learning programs that better address students' emotional needs and improve their learning outcomes (Javaid et al., 2023). Emotions significantly impact language learning by shaping learners' attitudes, perceptions, and behaviors, thereby influencing their success in mastering a foreign language. Learning a foreign language is a complex cognitive activity filled with a range of emotional experiences, where learners often encounter negative emotions such as anxiety, fear, tension, shame, burnout, anger, and boredom (Horwitz et al., 1986; Teimouri, 2018; Kruk, 2019; Li, 2020). These negative emotions can impede the ability to learn a foreign language.

It is believed that foreign language anxiety is considered the most studied negative emotion among foreign language learners and recent research has focused on the anxiety students experience when they learn all skills, such as reading (Ghaith, 2020), listening (Hidayati et al., 2020), speaking (Chen et al., 2024), and writing (Rabadi & Rabadi, 2020). Nearly all the previous studies revealed that anxiety has a detrimental impact on learners and on their oral performance (Bozkurt & Aydin, 2023). In this regard, Bashori et al. (2022) emphasized that speaking is the most anxiety-provoking skill compared to other language skills.

The anxiety students experience usually develops an unpleasant feeling, causing students to feel frustrated, fearful, and incompetent (Horwitz et al., 1986). It stems from students' communication apprehension, their fear of being negatively evaluated, and test anxiety (ibid). First of all, communication apprehension is linked to oral performance, fear of being negatively evaluated is students' worry about others' judgment and perceptions. Yet, test anxiety arises when students fear failure in evaluative situations.

2.2 Emotional Well-being

In recent years, many studies have focused on investigating the impact of emotions in an EFL context (Dewaele & Li, 2020; Prior, 2019). Their interest is generated due to their knowledge of the importance of emotions in the educational context; this shift is called the “affective shift.” It is worth noting that positive and negative emotions should not be seen as opposite words; instead, they interact and affect one another (Dewaele & MacIntyre, 2014). With the advent of positive psychology in the 21st century and its application to language learning, research has begun to move beyond a focus on negative emotions. There is now a growing emphasis on how positive emotions can lead to greater achievements, improved self-efficacy, and personal fulfillment for language learners (Jiang & Li, 2017).

Emotional well-being is deeply connected to the daily experiences people face, and the school environment has a significant impact on students’ lives. A nurturing, student-focused learning setting can provide a positive experience for students. On the other hand, students may encounter mixed emotions and concerns within this environment, which can affect their emotional health (Tharani et al., 2017). It’s crucial to prioritize the emotional and mental well-being of students, rather than just concentrating on academic success. A child’s ability to excel is closely tied to their emotional stability and satisfaction.

The rise of positive psychology has led to the creation of initiatives aimed at fostering positive thoughts, emotions, and behaviors to support long-term psychological growth and well-being (Sutipan et al., 2017; Hendriks et al., 2018). This field examines how positive and negative experiences interact, striving to understand flourishing by considering both sources of stress and personal strengths (Ivtzan et al., 2015). Psychological well-being is significant in maintaining one’s mental health, academic performance, achievement, and life quality (Amholt et al., 2020). In this regard, the World Health Organization, along with local governments, is trying to boost students’ well-being and mental health (Simovska et al., 2016; WHO, 2005).

The World Health Organization defines well-being as the physical, social, and mental wellness that can be influenced by internal or external factors (WHO, 2014). Amholt et al. (2020) posited that to reach one’s potential and be productive, one’s well-being should be positive. That is, success in academia is bound to positive emotions. When students have a high interest and enjoy their studies, they become more dedicated and energetic. Hence, their attitudes towards learning and their involvement in educational activities are increased (Eriksen & Bru, 2023). According to research, there is a strong relationship between students’ emotional well-being and their success in academia. That is, students with positive emotional well-being are more likely to enjoy attending sessions and be engaged in extracurricular activities (Suldo et al., 2011; Pekrun et al., 2017; Pekrun & Linnenbrink-Garcia, 2012).

2.3 Dialogic Approach

Engaging students in dialogues has been advocated by the cognitive development theory of Vygotsky. This theory underscores the importance of learning through social interaction (Vygotsky, 1978). However, although there are calls for putting students at the center of language learning, the monologic approach is still prevalent. In this regard, Rungwarapong (2019) claimed that students’ reluctance to participate in the classroom is a result of having teachers who identify themselves as the center of the learning and the only source of knowledge. The reasons for not adopting alternative approaches, such as the dialogic approach in learning, arise from some

teachers who stick to traditional classroom practices such as the monologic approach (Mercer & Howe, 2012), or the teachers' constraints between meeting the objectives of the curriculum or focusing on developing students' interactions (Lyle, 2008; Howe & Abedin, 2013). On the contrary, in a study by Gillies (2015), teachers who were trained on how to apply the dialogic approach could implement it successfully and yielded effective results.

In their study, Bakhtin (1981) distinguished between two types of discourse. One is authoritative, the other is dialogic. Authoritative discourse is one way in which the speaker imposes their knowledge and ideas as the ideal ones, while dialogic discourse allows for a variety of opinions and ideas using discussions and conversations to achieve a consensus. In a similar vein, Freire (1970) claims that learning can take two forms. One is when a teacher is perceived as a source and provider of knowledge, while students are passive recipients. The other is when students and teachers or students interact with each other to negotiate knowledge through dialogues. The purpose of dialogic teaching is to enhance the quality of interaction between teachers and students and ultimately improve students' educational outcomes. This method promotes critical thinking and encourages the exploration of different opinions (García-Carrión et al., 2020).

According to Teo (2019), the dialogic approach is used in modern teaching and education. It focuses on raising questions and exploring ideas. It moves beyond traditional teaching and rather emphasizes students' critical thinking and debating around interesting topics to foster engagement with the learned materials and develop knowledge collaboratively (Alexander, 2008). Encouraging students to use active listening, ask for other opinions and explanations, and reflect on ideas, teachers can help their students develop new ideas and deeply grasp the subject matter, not only among peers but also between teachers and students (Özbek & Uyumaz, 2020). In this regard, Li (2011) underscored the importance of adopting a dialogic learning environment by using dialogues.

3. RESEARCH METHODOLOGY

3.1 The Research Design

The aim of this paper is to explore the impact of the dialogic approach on ESP university students' speaking anxiety and emotional well-being. To achieve this, a quasi-experimental research design, specifically a combination research design, is used to evaluate the effectiveness of the dialogic approach in alleviating students' speaking anxiety while boosting their emotional well-being. The characteristics of the quasi-experimental design are that it is similar to a true experiment, with non-random participants. It involves two dependent variables (speaking anxiety and emotional well-being) and one independent variable (dialogic approach to teaching and learning). To assess the effectiveness of the dialogic approach on ESP students' speaking anxiety and emotional well-being, an independent samples t-test is used to compare the control and experimental groups. Additionally, a paired-samples t-test aims to determine whether there is a difference in speaking anxiety and emotional well-being within the control group before and after the test, and within the experimental group.

3.2 Participants

A non-random sampling method was used to select students who participated in the Foreign Language Speaking Anxiety Scale (FLSAS). The sample included 95 first-year, second-semester students from two groups: control group (n=53) and experimental group (n=42). The control

group receives only one method of learning, which is lectures, for the entire semester. In contrast, the experimental group engages in various interactive activities such as open discussions using stimuli (e.g., newspaper articles, audio clips, or phenomena), presentations (e.g., presenting a topic or teaching a language component to their peers), problem-solving tasks (working in groups to suggest potential solutions to social, economic, or political issues presented by the instructor), interviews, and classroom debates (dividing into groups to discuss the pros and cons of an attitude, with each group defending its position). Among them, 59 were female, and 36 were male. Their ages ranged from 18 to 22. These students are enrolled in the Management Technique Department and take English for Specific Purposes as a supplementary course rather than a core requirement of their specialty. The study was conducted at the High School of Technology, Moulay Ismail University, Meknes, Morocco.

3.3 Instrument

The study adopts Horwitz et al. (1986) Foreign Language Classroom Anxiety Scale. The questionnaire consists of 33 items aiming at investigating students' level of anxiety in an EFL context. It has a 5-point Likert scale ranging from 'strongly agree' to 'strongly disagree.' The researcher has made some changes to the scale to better suit the study's specific needs. Firstly, "language class" was replaced by "speaking class" to align with the study's focus on speaking rather than general language skills. During the pilot study, 20% of the students reported difficulty following the flow due to the mix of positive and negative statements. To address this, all statements were revised to be negative. The original 33-item scale was reduced to 12 items; however, some participants found certain questions redundant. Consequently, the survey was further refined to six items, specifically items 1, 7, 12, 13, 16, and 18.

The original 5-point Likert scale used by Horwitz et al. (1986) was kept as a 5-point scale ranging from strongly disagree to strongly agree to increase the reliability of the questionnaire. After piloting, the revised instrument was administered to 95 students, and the reliability of the findings was tested using SPSS version 25. The Cronbach's Alpha for the modified FLCAS instrument was found to be highly reliable (6 items; $\alpha = 0.824$) as demonstrated in Table 1.

Table 1: The reliability of the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.824	.808	6

3.4 Data Collection Technique

The target groups were taught by the same instructor in the first semester, who used a lecturing method; however, in the second semester, the same teacher started teaching the experimental group, adopting a dialogic approach, while the control group was taught through lectures. Before starting with students, the instructor researcher distributed a self-completed questionnaire, which was a structured questionnaire asking them to rate their degree of agreement with the statements. This is the way the researcher used to pre-test the participants. After 8 weeks of ESP classes

using a dialogic approach for the experimental group and lectures for the control group, the participants received the same test to assess their level of speaking anxiety and emotional well-being.

3.5 Data Analysis Technique

After collecting data from the control and experimental groups for both the pre-test and post-test, spreadsheets from the online questionnaires were exported to the computer in Excel format. The data was then coded before being imported into SPSS, where it was decoded. The questionnaire items were combined into a single variable for the pre-test and another variable for the post-test. Subsequently, an independent samples t-test was performed to determine if there were any differences between the control group and the experimental group before and after the test and a paired sample t-test was conducted within each group (control and experimental group) to develop knowledge about any differences they had before and after the course of ESP.

4. RESULTS

Table 2: The difference between the pre-test and post-test levels of speaking anxiety and emotional well-being of the control group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - posttest of anxiety (control group)	1.075	7.519	1.033	-.997	3.148	1.041	52	.303

To answer the first research question and test the null hypothesis, which states that there is no significant difference in the levels of speaking anxiety and emotional well-being between the pre-test and post-test in the control group, a paired sample t-test was conducted. The results showed no significant difference between the pre-test and post-test scores ($M = 1.075$, $SD = 7.519$), ($t(52) = 1.041$, $p = .303$). Hence, we retain the null hypothesis.

Table 3: The difference between the pre-test and post-test levels of speaking anxiety and emotional well-being of the experimental group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - posttest of anxiety (experimental group)	11.405	4.717	.728	9.935	12.875	15.670	41	.000

To answer the second research question and test the null hypothesis, which states that there is no significant difference in the levels of speaking anxiety and emotional well-being between the pre-test and post-test in the experimental group, a paired sample t-test was conducted. The results showed a significant difference between the pre-test and post-test scores ($M = 11.405$, $SD = 4.717$), ($t(41) = 15.670$, $p = .000$). Hence, we reject the null hypothesis and adopt the alternative hypothesis, indicating that there is a significant difference in the levels of speaking anxiety and emotional wellbeing between the pre-test and post-test in the experimental group.

Table 4: The difference in the levels of speaking anxiety and emotional well-being between the control group and the experimental group before the treatment using the dialogic approach to teaching and learning

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest level of anxiety of the control group	Equal variances assumed	.347	.558	1.927	93	.057	1.446	.750	-.044	2.935
	Equal variances not assumed			1.927	88.170	.057	1.446	.750	-.045	2.936

Mean and Std. Deviation of control and experimental group

	group	N	Mean	Std. Deviation	Std. Error Mean
Pretest level of anxiety	control group	53	23.21	3.634	.499
	experimental group	42	21.76	3.628	.560

An independent sample t-test was conducted to compare the level of speaking anxiety and students' well-being in class between a control and an experimental group. There was no significant difference ($t(93) = 1.927$, $p = 0.558$) in the scores, with the mean score for the control group ($M = 23.21$, $SD = 3.634$) being higher than that of the experimental group ($M = 21.76$, $SD = 3.628$). the magnitude of the differences in the means (mean difference = 1.446, 95% *CI*: -.044 to 2.935) was significant. Hence, we retain the null hypothesis, which states that there is no significant difference in the levels of speaking anxiety and emotional well-being between the control group and the experimental group before the treatment using the dialogic approach to teaching and learning.

Table 5: The difference in the levels of speaking anxiety and emotional well-being between the control group and the experimental group after the treatment using the dialogic approach to teaching and learning

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest level of anxiety of the control group	Equal variances assumed	46.507	.000	13.683	93	.000	11.775	.861	10.066	13.484
	Equal variances not assumed			15.030	65.922	.000	11.775	.783	10.211	13.339

Table 6: Mean and Std. Deviation of the control and experimental groups

	group	N	Mean	Std. Deviation	Std. Error Mean
Posttest level of anxiety	control group	53	22.13	5.342	.734
	experimental group	42	10.36	1.778	.274

An independent sample t-test was conducted to compare the level of speaking anxiety and students' well-being in class between a control and an experimental group. There was a significant difference ($t(93) = 13.683, p = 0.000$) in the scores, with the mean score for the control group ($M = 22.13, SD = 5.342$) being higher than that of the experimental group ($M = 10.36, SD = 1.778$). The magnitude of the differences in the means (mean difference = 11.775, 95% *CI*: 10.066 to 13.484) was significant. Hence, we reject the null hypothesis, which states that there is no significant difference in the levels of speaking anxiety and emotional well-being between the control group and the experimental group after the treatment using the dialogic approach to teaching and learning.

5. DISCUSSION

To investigate the impact of a dialogue-based approach to language learning on reducing speaking anxiety and enhancing the emotional well-being of learners of English for Specific Purposes (ESP), a quasi-experimental design was employed. The results demonstrated that there were high levels of speaking anxiety and low emotional well-being among the control group of students. Drawing on the pretest, the control group's levels of speaking anxiety and low levels of emotional well-being persisted because they continued to learn through the traditional teaching method. The latter was based on receiving lectures from teachers; it was only a one-way approach where students were considered passive recipients of knowledge rather than active ones. Similarly, a study carried out by Jack (2022) demonstrated the effectiveness of problem-based learning and lecture-based learning approaches on students' attitudes and academic performance. The study indicated an improvement in students' scores by being engaged in problem-based learning, while the scores of those who were receiving knowledge through

lectures were stable. In this sense, Ge et al. (2020) investigated the impact of flipped classrooms versus conventional teaching. Their results revealed that flipped classrooms provided an improvement in students' learning compared to traditional lectures. The findings suggest that the flipped classroom is a promising approach to teaching and learning. In the same vein, Zeng et al. (2020) investigated the impact of seminar teaching methods compared to traditional lecture-based learning in medical education. The results demonstrated that the seminar approach effectively enhanced knowledge acquisition, skill development, active learning, student collaboration, classroom dynamics, and teacher-student interaction. Murphy et al. (2021) carried out a research study to evaluate the preferences of undergraduate students regarding teacher-centered versus student-centered instructional methods. The study found that students predominantly disliked teaching methods that were primarily teacher-centered.

Based on the study results, the experimental group initially experienced high levels of speaking anxiety and lower emotional well-being in their ESP class. However, after undergoing an eight-week treatment involving a dialogic approach to teaching and learning, which included techniques such as open discussions, group work, interviews, and presentations, the participants' levels of speaking anxiety significantly decreased. This reduction in anxiety positively impacted their emotional well-being. The students began to take initiative, felt more confident speaking English in front of their peers, stopped overthinking before speaking, and became less nervous and more self-assured. In fact, there are different techniques teachers can use to decrease students' speaking anxiety. In this sense, Tuyet & Khang (2020) investigated whether Flipgrid could alleviate anxiety related to English speaking for high school students learning English as a Foreign Language (EFL) and gauged their opinions on its use. The study found that students experienced a reduction in anxiety about speaking English after using Flipgrid. Furthermore, most students had a positive view of Flipgrid and felt it should be used more regularly to make English-speaking practice more motivating. Likewise, Dansieh et al. (2020) found that in order to alleviate students' fears, educators should implement an engaging and interactive teaching style paired with suitable communication techniques. This approach is proposed to encourage positive attitudes and establish a conducive environment that boosts students' self-assurance. Moreover, Grieve et al. (2021) demonstrated through their survey that universities should be aware of students' anxiety when speaking publicly and develop their oral skills. Furthermore, Mardiningrum & Ramadhani (2022) examined the obstacles EFL students encounter when they deliver presentations in class and the approaches they use to overcome these difficulties. The study found that students employed various techniques, including preparation, working on their confidence, developing eye contact, developing plans, using visual aids, and solo practice.

The study results revealed a significant difference between the control group and the experimental group due to the intervention of the dialogic approach. This approach was shown to be successful in enhancing the emotional well-being of learners of English for Specific Purposes (ESP) while simultaneously reducing their levels of anxiety. It is well-documented that when students feel anxious in class, their affective filter increases, which hinders the learning process. Therefore, the dialogic approach demonstrated a substantial positive impact on the learners' overall learning experience. Indeed, many studies proved that the dialogic approach was successful. Romios et al. (2024) carried out an experimental study using a mixed methods approach to evaluate whether dialogic teaching could effectively enhance English speaking abilities. The study uncovered several key findings. Among them, students felt more motivated under pressure, their confidence increased, they became more inventive in presenting their

ideas, they engaged more in interactive discussions, they wanted a variety of classroom activities, and they were interested in incorporating outdoor learning opportunities. Similarly, Jocuns (2021) conducted a study to investigate the nature of student interactions during classroom activities and to explore their feedback on these dialogic tasks. The analysis of interviews identified four key themes in students' reflections: enhancing their understanding through group discussions and teamwork, overcoming personal challenges, learning through hands-on experiences, and viewing challenges as opportunities for growth. In this regard, Niknezhad Naeijabad et al. (2020) investigated how applying Bakhtin's concept of dialogic discourse could enhance EFL learners' speaking skills and explored their opinions on incorporating dialogic teaching into speaking classes. The study demonstrated that dialogic discussions positively impacted EFL learners' speaking abilities. The findings revealed several key areas, including improving autonomous learning skills, advancing critical thinking practices, aiding language development, increasing motivation and emotional engagement, among others.

6. CONCLUSION

This paper aimed to investigate the effectiveness of the dialogic teaching approach on reducing ESP learners' speaking anxiety and improving their emotional well-being in English classes. A quasi-experimental design was employed, involving a control group and an experimental group. After conducting tests within each group, the results indicated no change in the control group's level of speaking anxiety and emotional well-being before and after the test. In contrast, the experimental group showed a significant difference before and after the intervention. Furthermore, the findings demonstrated the success of the dialogic approach, for the study revealed differences between both the control and the experimental groups in the pre- and post-tests.

The study provides insight for university teachers and students. Institutions should prioritize interactive and student-centered teaching approaches and develop students' public speaking and presentation skills. Instructors should prioritize the use of different teaching methods and encourage collaborative learning. On the other hand, students should actively participate in their learning, develop self-directed learning, and find ways to manage their anxiety and increase their well-being.

7. RECOMMENDATIONS FOR FUTURE RESEARCH

Based on observations within English classes, it has been noted that some students are reluctant toward the change presented by their teachers. Understanding reasons for this reluctance is essential. Therefore, investigating alternative pedagogical approaches that effectively engage these reluctant students is needed. Future research should explore the impact of such approaches and identify strategies that can encourage more students to be engaged and be part of change.

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