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## Dialogic Learning: Developing Teaching and Meaningful Learning Skills in Hebrew as a Second Language among Arab Bedouin Students in the Community-Academy Classroom Program

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**Abstract.** This study explores dialogic learning as a pedagogical training model for Arab Bedouin preservice teachers specializing in Hebrew as a second language, within the framework of the Community-Academy Classroom (CAC) program. The research investigates whether the clinical training environment serves as a space for dialogic learning by emphasizing peer collaboration, reflective practice, active participation in classroom activities, and the development of pedagogical and interpersonal competencies. Grounded in reflective action research, the methodology integrates three qualitative tools: (1) classroom observations of student-mentor-pupil interactions; (2) in-depth interviews with ten preservice teachers and mentor educators; and (3) analysis of students' reflection diaries collected throughout the semester. These data sources offer rich insights into how dialogic learning unfolds in real-time and how it influences the teaching of Hebrew in culturally and linguistically diverse classrooms. The findings, derived directly from field data, reveal four key themes. First, there is a persistent gap between academic theory and practical application, especially when trainees face heterogeneous classrooms and must adapt strategies to meet students' real-world needs. Second, many preservice teachers struggle to internalize feedback, often interpreting criticism through the lens of hierarchical cultural norms, although structured support and guided reflection helped reframe feedback as a growth opportunity. Third, trainees encounter difficulties in building meaningful classroom interactions, but success was achieved when they incorporated culturally responsive methods, such as bilingual resources and relatable content. Lastly, the study underscores the importance of fostering an inclusive professional culture where preservice teachers feel empowered to ask questions, reflect critically, and engage in professional dialogue. This study contributes to the understanding of dialogic learning in multicultural teacher education and offers practical recommendations

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for improving the training of Arab Bedouin preservice teachers. It highlights the need to institutionalize culturally responsive strategies, reinforce structured mentorship, and promote dialogic spaces that enhance Hebrew instruction while reducing language anxiety. The CAC model emerges as a promising framework for bridging pedagogical theory with practice, and for empowering minority-language educators within Israel's education system.

**Keywords:** dialogic learning, Hebrew as a second language, Arab Bedouin preservice teachers, teacher training, clinical pedagogy, multicultural education

## 1. Introduction

Training teachers to teach Hebrew as a second language is a significant challenge, particularly for Arab Bedouin students who face linguistic, cultural, and pedagogical barriers (Abu-Rabiah, 2025; Abu-Gweder, 2022). Despite ongoing efforts in teacher education, dropout rates, low confidence levels, and limited classroom readiness among Arab Bedouin preservice teachers highlight a growing gap between academic training and field implementation. These challenges are further exacerbated by a lack of culturally responsive pedagogies and insufficient support mechanisms in clinical teaching settings. The urgent need to address these systemic shortcomings calls for the development of innovative, context-sensitive models that can bridge theory and practice while empowering minority teachers.

This study examines dialogic learning as an innovative teacher training model, focusing on clinical experience within the Community-Academy Classroom program. This model is based on principles of active learning, collaboration, and reciprocal feedback to enhance Hebrew teaching skills and facilitate the transition from theoretical training to practical educational settings (Abu-Gweder, 2024, 2025). Scholars emphasize that second-language teaching requires more than language proficiency; it necessitates the development of advanced pedagogical skills, and the adoption of teaching approaches tailored to diverse learners (Liu et al., 2023). In Israel's education system, Arab Bedouin students experience difficulties in teaching Hebrew due to both linguistic limitations and educational structures that do not adequately address their needs (Yin & Fitzgerald, 2015).

This study aims to explore whether dialogic learning can serve as an effective tool for enhancing the pedagogical experience by addressing four key challenges. First, it seeks to bridge the gap between theory and practice, as many students struggle to apply theoretical knowledge in real classroom settings, particularly in linguistically diverse environments (Cohen et al., 2013). In this context, the study examines how dialogic learning influences students' self-efficacy and confidence in teaching Hebrew, and whether such learning environments enhance their preparedness for real-life teaching scenarios.

Second, it emphasizes the importance of fostering a culture of feedback and reflective learning, recognizing that in traditional societies, feedback is often

perceived as criticism rather than a tool for growth (Zilberstrom, 2015). Accordingly, the study investigates the challenges students face in accepting and internalizing feedback, and how these challenges can be addressed through structured support.

Third, the research explores the role of meaningful peer learning in the classroom and its contribution to the development of pedagogical skills. In multicultural educational contexts, peer collaboration and shared reflection are vital components of teacher growth, particularly in building confidence and practical knowledge. Lastly, the study addresses the need to strengthen academic and professional culture, as many students hesitate to voice their opinions or ask critical questions in training settings (Mekdasi, 2018).

By analyzing the experiences of students participating in the Community-Academy Classroom program, this study aims to highlight the potential of dialogic learning as a model for improving teaching practices and propose practical strategies for addressing existing challenges. The study's conclusions are expected to contribute to a deeper understanding of obstacles and opportunities for Arab Bedouin students and promote the development of innovative, tailored teaching methods for their success in Israel's education system.

## **2. Literature Review**

### **2.1 Dialogic Learning and Teacher Training for Hebrew as a Second Language Among Arab Bedouin Female Students**

Training teachers to instruct Hebrew as a second language is a complex pedagogical challenge, particularly for Arab Bedouin female students. These students face multiple obstacles, including linguistic barriers, cultural constraints, and pedagogical challenges related to their social and academic backgrounds. Studies indicate that Hebrew instruction in Arab schools must navigate both linguistic and socio-political challenges, as language acquisition is intertwined with identity and integration within Israeli society (Manor & Binhas, 2023).

The integration of dialogic learning has been proposed as a model that fosters active participation, reflective learning, and the development of teaching competencies. Dialogic learning enables future teachers to engage in interactive discussions that enhance classroom discourse and build confidence in facilitating meaningful conversations (Sanchez & Athanases, 2023). This approach is particularly relevant in multilingual settings, where developing communicative competence is essential for effective language instruction.

Arab Bedouin female students often encounter sociolinguistic tensions when integrating into Hebrew-speaking academic environments, experiencing a sense of marginalization that affects their confidence and participation in discussions (Shalabny & Tannenbaum, 2023). These challenges are compounded by language anxiety, which has been shown to increase in online learning

environments, making it even more difficult for students to develop fluency and teaching skills in Hebrew (Qaddumi et al., 2023).

In light of these findings, the current research investigates how dialogic learning can support Arab Bedouin preservice teachers by addressing their linguistic challenges, enhancing teaching confidence, and providing culturally responsive training frameworks tailored to their lived realities.

## **2.2 Dialogic Learning: Theoretical Foundations**

Dialogic learning is an educational approach based on collaborative meaning-making, critical thinking, and interactive discourse between teachers and students (Simpson, 2016). It enables learners to construct knowledge actively rather than passively receiving information. Researchers emphasize that dialogic learning enhances linguistic proficiency, cognitive engagement, and pedagogical adaptability (Er, Dimitriadis, & Gašević, 2021).

Barak (2024) highlights the transformative nature of dialogic learning, arguing that it promotes deeper understanding through structured discussions. Similarly, Cui and Teo (2021) emphasize that classroom dialogues contribute to reflective practice, which is crucial for teacher training. These insights align with studies that show how dialogic interactions foster student-centered learning and encourage teachers to facilitate meaningful discussions rather than merely deliver content.

## **2.3 Dialogic Learning and Second-Language Teacher Training**

In second-language teaching, dialogic learning supports peer interaction, linguistic correction, and shared problem-solving (Simpson, 2016). This is particularly relevant for Arab Bedouin teacher trainees, who often struggle with Hebrew proficiency and teaching strategies. Research suggests that structured peer dialogue enhances both language acquisition and pedagogical skills, allowing preservice teachers to develop confidence and fluency in Hebrew (Er et al., 2021).

Moreover, dialogic learning serves as a bridge between theory and practice. Studies such as Halabi (2024) show that preservice teachers from minority backgrounds—especially in the Bedouin sector—often face gaps between what is taught in teacher training colleges and the realities of linguistically diverse classrooms. Integrating dialogic learning into their preparation equips them with practical, adaptable tools for engaging students meaningfully.

## **2.4 Challenges Faced by Arab Bedouin Female Students**

Despite the benefits of dialogic learning, its implementation presents challenges for Arab Bedouin female students. Dallasheh and Zubeidat (2023) emphasize that Arab students in Israeli higher education often experience exclusion and cultural tension, which limits their participation in dialogic settings. Furthermore, Allasad Alhuzail and Segev (2023) describe how traditional norms and identity conflicts undermine confidence in academic environments.

A significant cultural challenge relates to feedback. In hierarchical societies such as the Bedouin community, students may interpret feedback as personal criticism rather than constructive guidance. This is supported by studies on minority learners' attitudes to evaluation (though Cohen et al., 2013 focus broadly on minority teacher trainees and not exclusively on Bedouin populations). The current study builds on these findings by exploring how Bedouin trainees internalize feedback and how structured mentoring can reframe it as a tool for growth.

### **2.5 The Classroom Academy Community Program and the Dialogic Model**

The Classroom Academy Community (CAC) Program provides a practical context for implementing dialogic learning among preservice teachers. This program emphasizes collaboration between student teachers, mentors, and academic supervisors and includes pair-teaching models and reflective dialogue (Abu-Gweder, 2023). These structures allow preservice teachers to engage in real-time classroom interaction while developing metacognitive strategies for improving their Hebrew instruction.

Dialogic learning within the CAC model supports not only language development but also professional identity formation, especially among female Bedouin students. As noted by Assadi and Murad (2017), teacher training models that include ongoing feedback and peer mentoring improve instructional quality and retention among marginalized populations. However, implementing dialogic models in culturally conservative settings such as the Bedouin sector requires deliberate adaptation. Structured peer dialogue, clear feedback frameworks, and culturally relevant examples are essential for meaningful application.

### **2.6 The Bedouin Education System and the Absence of Meaningful Dialogue**

The Bedouin education system in Israel faces unique structural and cultural challenges that complicate the application of dialogic pedagogies. Abu-Saad (2013) describes how resource limitations, overcrowded classrooms, and insufficient training infrastructure inhibit pedagogical innovation. These structural conditions reduce opportunities for open discussion and collaborative learning. Culturally, hierarchical norms in Bedouin society discourage students from questioning authority figures, which contrasts with the participatory nature of dialogic learning (Mekdasi, 2018). Teachers themselves often feel unprepared to implement dialogic methods due to a lack of professional development or fear of losing classroom control (Yorkovsky & Levenberg, 2022a).

Moreover, feedback, an essential component of dialogic learning, is often perceived as judgmental rather than supportive. While not all of the literature focuses exclusively on the Bedouin education system, the current study builds upon this gap by specifically examining feedback reception among Bedouin female preservice teachers. This literature review provides the theoretical and contextual foundation for the current research, which examines the implementation of dialogic learning in the clinical training of Arab Bedouin female preservice teachers of Hebrew. It situates dialogic learning within

broader challenges related to cultural norms, language anxiety, feedback reception, and gaps between theory and practice. By grounding the study in both international and local literature, this research seeks to generate context-specific insights that inform the development of culturally responsive teacher training models in Israel's Arab Bedouin education system.

### **3. Methodology**

This study employed a qualitative research design grounded in the principles of reflective action research, aimed at examining how dialogic learning contributes to the professional development of Arab Bedouin female preservice teachers specializing in teaching Hebrew as a second language within the Community-Academy Classroom (CAC) program. The research focused on the lived experiences of student teachers and explored how interactive pedagogies shape their self-efficacy, linguistic confidence, and teaching competencies.

#### **3.1 Research Objectives**

The study aimed to investigate the influence of dialogic learning – through peer collaboration, active classroom participation, and reflective practice – on the acquisition of pedagogical skills and the enhancement of self-confidence in teaching Hebrew. Additionally, the research sought to identify cultural, linguistic, and structural barriers that affect student teachers' ability to engage in dialogic instruction and to suggest culturally appropriate strategies for improvement.

#### **3.2 Research Questions**

The study was guided by four central research questions:

1. How does dialogic learning influence students' self-efficacy and confidence in teaching Hebrew?
2. How does peer learning in the classroom contribute to the development of pedagogical skills?
3. What challenges do students face in dialogical learning, and how can they be addressed?
4. How can dialogic learning be improved to reduce anxiety and strengthen Hebrew language skills?

#### **3.3 Participants**

The research included 10 Arab Bedouin female preservice teachers, three mentor teachers, and two academic supervisors participating in the CAC program in southern Israel. All participants were selected through purposive sampling to ensure representation from different schools and teaching levels.

#### **3.4 Data Collection**

Three qualitative data collection methods were used to gain a comprehensive understanding of participants' experiences:

##### *3.4.1 Classroom Observations*

Over the course of 12 weeks, the researcher conducted systematic, non-intrusive observations in Hebrew language classrooms led by the preservice teachers. Observations focused on classroom interaction, language use, feedback

exchanges, and teaching strategies. Field notes documented verbal and non-verbal behaviors and were later coded for thematic analysis.

#### *3.4.2 Reflection Diaries*

Each student teacher maintained a weekly reflection diary, in which they recorded personal insights, emotional responses, challenges encountered, and perceived progress in teaching. These diaries provided an internal perspective on the learning and teaching processes and were analyzed for emergent themes.

#### *3.4.3 In-Depth Semi-Structured Interviews*

Fifteen interviews were conducted: 10 with preservice teachers, three with mentor teachers, and two with academic supervisors. The interviews explored perceptions of dialogic learning, feedback culture, peer learning, classroom challenges, and identity formation. All interviews were audio-recorded, transcribed verbatim, and analyzed thematically.

In addition to the interviews, a brief questionnaire was used to collect background information and guide the interviews. While the questionnaire itself was not a standalone measuring tool, its content validity was ensured through expert review by two senior researchers in teacher education, and its internal consistency was confirmed through a pilot test with three preservice teachers. This ensured the questionnaire met basic elements of validity and reliability for its intended supportive function.

### **3.5 Data Analysis**

All qualitative data (observations, diaries, and interviews) were subject to thematic analysis, which involved coding, identifying recurring patterns, and constructing thematic categories. The themes were compared across data sources to triangulate findings and ensure credibility and depth of interpretation.

### **3.6 Ethical Considerations**

Ethical approval was obtained from the relevant academic ethics board. All participants provided informed consent. Confidentiality and anonymity were strictly maintained throughout the research process. Participants were informed of their right to withdraw at any stage without consequence.

### **3.7 Trustworthiness**

To enhance the trustworthiness of the study, the researcher employed member checking with a subset of participants, kept an audit trail of research decisions, and engaged in peer debriefing with academic colleagues to refine interpretations and minimize researcher bias.

## **4. Findings**

The findings of this study reveal four key themes that highlight the challenges and opportunities in dialogic learning within teacher training programs. Through firsthand experiences of student teachers and mentor educators, these themes shed light on the gap between theory and practice, feedback culture, classroom interactions, and the professional academic environment in teacher education.

## 4.1 Theme 1: The Gap Between Theory and Practice

### 4.1.1 Key Challenge

One of the primary challenges identified in teacher training action research is the gap between theoretical knowledge acquired in academia and its effective application in the classroom. Student teachers struggle to translate theoretical content into practical teaching strategies, particularly when facing heterogeneous classrooms, time constraints, and traditional teaching methods.

### 4.1.2 Field-Based Example

An Arab Bedouin student teacher who taught Hebrew at an elementary school in Rahat described how the theoretical tools learned in academic courses did not fully align with her students' needs, particularly in literacy development. She found that to make learning accessible, she had to tailor instruction to each student's abilities.

*"During my studies, we learned about phonological awareness and the importance of structured literacy teaching. But when I entered the classroom, I realized my students had completely different needs. I had to create individualized exercises and rethink my entire approach."*  
(Student teacher, Rahat)

A mentor teacher also reflected on this gap:

*"We guide them through lesson planning in college, but in reality, when they face 30 students with different learning levels, it's overwhelming. They need more hands-on experience before leading a classroom."*  
(Mentor teacher, elementary school)

## 4.2 Theme 2: Difficulty in Internalizing a Culture of Feedback and Reflective Learning

### 4.2.1 Key Challenge:

Many student teachers find it difficult to handle feedback, particularly when it is perceived as "critical" rather than constructive. In Arab Bedouin culture, hierarchical relationships between teachers and students remain significant, often leading to hesitation in accepting or providing constructive criticism.

### 4.2.2 Field-Based Example

A student teacher who received feedback from her mentor about the lack of structure in her classroom management initially perceived the comment as a lack of trust in her abilities. However, after a facilitated discussion, she learned to process the feedback constructively and subsequently improved her lesson planning.

*"When my mentor told me that my lesson was disorganized, I felt hurt. I thought it meant I wasn't a good teacher. But after we discussed specific ways to improve, I realized feedback is not about judgment but about growth."* (Student teacher, secondary school)

Mentor teachers also noted the need for a more structured feedback culture:

*"Many of them are not used to getting detailed feedback. They either take it too personally or ignore it altogether. We try to make it clear that*

*feedback is an ongoing dialogue, not a one-time evaluation.*" (Mentor teacher, teacher training program)

### **4.3 Theme 3: Establishing Meaningful Classroom Interactions**

#### *4.3.1 Key Challenge*

Arab Bedouin student teachers often experience a sense of detachment within the Israeli education system. They face challenges in developing meaningful interactions with students due to language barriers, cultural differences, and varying pedagogical approaches.

#### *4.3.2 Field-Based Example*

A student teacher assigned to teach Hebrew in a classroom where most students came from an Arabic-speaking background initially struggled to engage them. However, after integrating songs and games from their cultural background, she successfully established a stronger connection with her students and improved the learning experience.

*"At first, my students were silent. They didn't respond much to my questions in Hebrew. But when I introduced songs in both Arabic and Hebrew, their engagement increased dramatically. They started participating more and even enjoying the lessons."* (Student teacher, middle school)

Mentors observed similar patterns and emphasized the importance of student-centered teaching methods

*"The moment they find a way to connect personally with their students, everything changes. We need to encourage them to experiment with culturally responsive teaching methods."* (Mentor teacher, elementary school)

### **4.4 Theme 4: Enhancing Student Teachers' Academic and Professional Culture**

#### *4.4.1 Key Challenge*

A major challenge in dialogic learning is creating an egalitarian academic culture where all participants feel their voices are valued. In some cases, student teachers feel their input is overlooked, especially when interacting with mentor teachers or academic supervisors.

#### *4.4.2 Field-Based Example*

One student teacher shared that, during her initial months in the program, she avoided asking direct questions to her mentor teacher out of fear of appearing inexperienced. However, after the mentor teacher established an open dialogue environment, encouraging questions and discussions, the student teacher became more engaged in the teaching process.

*"At the beginning, I didn't ask many questions because I thought it would make me seem unprepared. But when my mentor encouraged me to speak up, I started seeing things differently. Now, I feel much more confident."* (Student teacher, training program)

Mentor teachers emphasized the importance of building an inclusive learning culture:

*"We have to actively invite them into the conversation. Otherwise, they assume their role is just to listen and implement, rather than contribute ideas."* (Mentor teacher, professional development program).

## 5. Results and Discussion

This study explored the clinical experiences of Arab Bedouin preservice teachers within the Community-Academy Classroom (CAC) model, focusing on the role of dialogic learning in teaching Hebrew as a second language. The findings illuminate how dialogic learning contributes to self-efficacy, pedagogical skill development, and cultural responsiveness in teacher training. The discussion is organized according to the four guiding research questions.

### 5.1 Dialogic Learning and Self-Efficacy in Teaching Hebrew

A central theme that emerged from the data is the strengthening of self-efficacy among student teachers, who reported a gradual increase in confidence when teaching Hebrew—a language they learned as a second language themselves. Dialogic learning served as a vehicle for this transformation, as it provided students with a space for interaction, reflection, and feedback.

The process of receiving dialogic mentorship helped mitigate feelings of language-related anxiety (Qaddumi et al., 2023), while reinforcing participants' professional identity. This aligns with Freire's (2005) conception of dialogic pedagogy as an emancipatory practice that positions learners as co-constructors of knowledge. The use of reflective diaries further enabled students to observe their progress and frame challenges as learning opportunities (Vinjamuri et al., 2017).

As Abu-Rabiah (2025) notes, the development of self-efficacy in Hebrew among Arab Bedouin students is intricately linked to experiential and dialogic learning environments—particularly when learners navigate dual linguistic and cultural systems.

### 5.2 Peer Learning and the Development of Pedagogical Skills

The findings indicate that peer learning significantly contributed to the acquisition of pedagogical strategies. Through co-planning, co-teaching, and observation, participants engaged in collective problem-solving and informal mentoring. This reciprocal learning environment reflects the model proposed by Er et al. (2021), in which dialogic peer feedback leads to shared pedagogical growth.

Participants also reported greater ease in implementing scaffolding techniques, employing code-switching, and integrating culturally relevant examples in their teaching—strategies that are particularly effective in linguistically diverse classrooms (Barak, 2024). These outcomes support the claim that peer-based, dialogic learning enhances teaching efficacy, particularly when linked to the CAC model (Assadi & Murad, 2017).

### 5.3 Challenges in Implementing Dialogic Learning

While dialogic learning holds considerable promise, its implementation faced sociocultural barriers, particularly within the conservative Bedouin context. Participants expressed difficulty in providing and receiving feedback due to hierarchical norms that discourage critical dialogue (Yorkovsky & Levenberg, 2022b). Feedback was often perceived as personal critique rather than professional input—an issue also noted by Zilberstrom (2015).

Moreover, Hebrew language instruction presented a dual challenge: students not only had to teach a second language but also overcome their own insecurities regarding language fluency (Abu-Gweder, 2022, 2023). These tensions underscore the need for feedback to be framed constructively and delivered within a culturally responsive and trust-based environment (Martínez, 2021; Miller, 2022).

### 5.4 Improving Dialogic Learning to Reduce Anxiety and Strengthen Language Skills

The study suggests that dialogic learning must be embedded within a culturally sensitive and pedagogically scaffolded framework in order to reduce anxiety and promote effective Hebrew instruction. Strategies such as integrating Arabic support, employing translanguaging, and using culturally familiar references helped lower the cognitive load and enhanced student engagement (Manor & Binhas, 2023).

The CAC model's strength lies in its combination of mentorship, structured reflection, and collaborative teaching, which creates a safe environment for trial and error (Alexander, 2020). These features affirm Liu et al.'s (2023) position that dialogic pedagogy is most effective when tailored to the emotional and linguistic contexts of marginalized learners.

Dialogic tools like reflective journaling, voice recordings, and small-group dialogue enabled students to process internal barriers and articulate their evolving professional identities (Abu-Gweder, 2024). As Simpson (2016) argues, such practices foster metacognitive awareness—a crucial component in the development of second-language teachers.

### 5.5 Research Contribution

The "*Academia-Classroom Community*" program presents a unique model that integrates dialogic, collaborative, and meaningful learning, assisting teaching students in developing both professional and personal skills. By emphasizing collaboration, critical thinking, and information processing, the program enriches their clinical experience, reduces anxiety, enhances motivation, and fosters peer support. This model strengthens the connection between educational theory and practice while cultivating dialogic learning abilities with schoolteachers and developing innovative learning models.

This dialogic model serves as a significant framework for imparting linguistic knowledge and improving language awareness among Arab Bedouin female students. It reinforces their teaching skills in Hebrew within the Arab Bedouin

education system in Israel, providing them with a solid foundation that will accompany them in their future careers as teachers and support the development of dialogue-based educational approaches.

Beyond this, the model offers a rich environment for learning and professional growth. It facilitates in-depth discussions, individualized support, and the development of educational projects such as research papers and follow-up activities. Additionally, the model holds future potential for creating an integrated learning community that includes teachers, students, and parents. The interactions between these stakeholders will promote meaningful partnerships, strengthen teacher-parent relationships, and serve as a foundation for establishing a learning educational community that advances multidimensional and meaningful learning within schools.

## **6. Limitations**

This study is subject to several limitations. First, the research is based on action research within a specific educational program, which may limit its generalizability to other contexts. Second, the study relies on qualitative methods such as interviews, reflective journals, and observations, which, while valuable for deep insights, are inherently subjective. Additionally, cultural and institutional factors unique to the Israeli education system may influence the outcomes and may not be easily replicable in other educational settings. Finally, the integration of dialogic learning is influenced by mentoring teachers' varying levels of experience and openness to feedback, which can affect the consistency of implementation. Future research should consider expanding the study to a larger sample and incorporating quantitative measures to enhance validity and generalizability.

## **7. Conclusion**

The study's findings demonstrate that dialogic learning can serve as a powerful catalyst for pedagogical and linguistic development among Arab Bedouin preservice teachers. It enhances confidence (Q1), supports skill acquisition through peer collaboration (Q2), highlights cultural-linguistic barriers (Q3), and provides mechanisms to reduce anxiety and promote Hebrew proficiency (Q4). However, the effectiveness of dialogic approaches depends on their alignment with students' sociocultural realities and the provision of sustained, empathetic mentorship.

These findings contribute to the broader discourse on inclusive teacher education and emphasize the need to institutionalize dialogic learning as a systemic component of teacher training programs in multicultural societies. Future research should examine how policy, institutional culture, and curriculum design can support the sustainable implementation of dialogic pedagogy across diverse educational settings (Abu-Rabia-Queder & Arar, 2022; Abu-Saad, 2013).

## 8. Recommendations

Based on the findings of this study, several key recommendations emerge for improving teacher training programs and fostering effective dialogic learning. These include expanding practice-based learning approaches such as extended peer-teaching opportunities and increased classroom exposure under the guidance of experienced mentors, embedding structured reflection practices within training programs through written reflective journals, video analysis, and guided debriefing sessions, and shifting from evaluative to developmental feedback through structured peer and mentor reviews as well as self-assessment tools.

Additionally, courses should be provided to enhance cultural sensitivity in multilingual and multicultural classrooms, improving engagement between student teachers and learners. Strengthening the mentor-student relationship through regular, goal-oriented meetings will ensure individualized guidance and constructive feedback tailored to student teachers' needs. Finally, fostering a collaborative learning environment through study groups, online discussion forums, and peer-review sessions will reinforce mutual learning and support. Implementing these recommendations can bridge the gap between theory and practice, enhance classroom interactions, and cultivate a professional learning culture that fosters continuous development among student teachers.

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