

MA English Language Teaching: Dissertation

**An investigation into teacher and student attitudes of
the key tenets of Dogme ELT**

“Out of intense complexities intense simplicities emerge”
– Winston Churchill

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Abstract

Since the introduction of Dogme ELT, there have been no previous studies or research into this proposed technique of language teaching. This research focuses on teacher and student opinions of Dogme ELT and whether teachers are incorporating any of the three basic principles of this technique. In order to establish and compare any possible differences of teacher and student opinion or whether teachers were incorporating any of the principles of Dogme ELT, 15 teacher and 15 student surveys were distributed among three participating private language schools. Interviews were arranged with two teachers once surveys were received. The survey results highlighted that there were mixed teacher and student opinions of each of the three principles of Dogme ELT. The results of the research also indicated that Dogme ELT was incorporated within the classroom, to a greater or lesser degree, depending upon the teacher and students involved within the classroom, with the majority of teacher participants unaware of Dogme ELT. Nonetheless, it became apparent during the Literature Review, as well as towards the end of the research, that Dogme ELT had essentially redesigned the 'pedagogical wheel' and had reiterated methods, approaches and techniques that were already, knowingly or unknowingly, incorporated by teachers within the classroom. Finally, the study suggests the need to incorporate a Balanced Approach to teaching whereby teachers adopt either a structured focus within the classroom or Dogme ELT depending upon classroom environment or the expectation from the learners.

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Introduction

For newly certified EFL teachers, the extensive range of methods, approaches and techniques can be quite overwhelming, particularly if there is a limited amount of time to undertake a certificate course, such as the CELTA. Nevertheless, this study introduces and objectively reviews a new concept of English language teaching which is referred to as Dogme ELT.

Background

Dogme ELT was initially introduced to the EFL profession when “Scott Thornbury teased out an analogy between the Dogme 95 film-makers collective and the current state of ELT” (Meddings & Thornbury 2003) with an over reliance on materials, aids and technology in the classroom. Scott Thornbury noted that EFL teaching has copious amounts of primary and supplementary resources and that Dogme ELT teaching should include the resources that teachers and students bring to the classroom (2000). I was first introduced to Dogme ELT when I reviewed the book “Teaching Unplugged” (2009) by Luke Meddings and Scott Thornbury on my ELT blog (<http://www.eltexperiences.com/2010/12/teaching-unplugged-book-review.html>). During the Spring Term of 2011, at the University of Sussex, I attempted to incorporate Dogme ELT into one of my final formal lesson observations for the Advanced Practical Teaching course. However, this was the first time I had incorporated Dogme ELT within my teaching and had read much about it. After a successful lesson with much being learnt, I became more interested in Dogme ELT and decided to undertake some form of action research on this principle of teaching.

Reason for Research

Since the publication of “Teaching Unplugged” by Meddings & Thornbury (2009), very little, if not any, research has been conducted into the three basic tenets of Dogme ELT to support its appropriateness and application within the EFL classroom. With this in mind, I believe it is now necessary to research the extent that Dogme ELT is now being applied within classrooms as well as teacher and student opinions and attitudes of the three basic tenets of Dogme ELT. This would provide further understanding of this form of teaching technique and pave the way for possible future studies.

Research Questions

The research questions that this study seeks to answer includes the following:

1. To what extent are teachers applying elements of Dogme ELT?
2. What are teacher and student attitudes towards the three basic principles of Dogme ELT?

The first question is seeking the extent that Dogme ELT is implemented, by current teaching professionals, with various schools in East Sussex. Furthermore, it will offer an insight into current approaches and methods utilised by participating teachers and shall provide an opportunity to analyse whether elements of previous methods and approaches are incorporated in Dogme ELT. This question shall be elicited through the use of teacher and student surveys as well as conducting interviews with participating teachers.

The second question is seeking current teacher as well as student opinions, views, knowledge and attitudes of the individual principles of Dogme ELT: '*conversation driven*', '*materials light*' and a focus on '*emergent language*'. Data will be elicited through the use of qualitative teacher and student surveys which are complemented with teacher interviews which are organised once surveys have been returned.

Hypothesis

In relation to the first question, it is my belief that teachers support individual principles of Dogme ELT but may find the application of all three tenets may introduce unpredictability and some form of chaos within the classroom, thereby causing particular teachers to fear applying all three principles of Dogme ELT at once. Furthermore, I hypothesise that the majority teachers are unaware of Dogme ELT and are unknowingly incorporating aspects of Dogme ELT. I also believe that students may prefer to have some structure or reference when learning English. However, students would be willing to occasionally accept different methods of learning with some aspects of Dogme being supported within the classroom. Finally, it is my belief that Dogme ELT is a combination of methods, approaches and techniques and it is essentially reinventing the '*pedagogical wheel*'.

Literature Review

Dogme ELT was initially coined by Scott Thornbury, as a consequence of a group of Danish film makers deciding to cleanse any film production from unnecessary artificiality (fittingly termed Dogme 95) during the 1990s. Thornbury (2000) noted that with Dogme 95, any filming “must be done on location” (Von Trier & Vinterberg 2005 p.88) with relevant props only suitable if they are located where the filming is taking place. Thornbury related the principles of Dogme 95 to the teaching of English as a Foreign Language (henceforth EFL), reflecting that teaching should be accomplished “using only the resources that teachers and students bring to the classroom ... and whatever happens to be in the classroom” (Thornbury 2000 p.2) with the expectation of a room containing chairs, a board, a teacher and some students. Furthermore, Thornbury (2000) stated that ‘imported methods’, such as the Silent Way, Natural Approach or Communicative Language Teaching (henceforth CLT), should not interfere with “the free flow of participant-driven input, output and feedback” (ibid p.2). As there has been very little published on Dogme ELT (per se) and is regarded as a relatively new concept of teaching, the literature review will focus on the three key tenets of teaching unplugged and its relation to SLA theory and teaching methodology.

Conversation driven

The most important tenet of Dogme ELT, proposed by Meddings & Thornbury (2009), is that the classroom should focus on a ‘*conversation driven*’ principle. Nonetheless, what is meant by the term ‘*conversation*’? Cambridge Advanced Learner’s Dictionary (2008) defines ‘*conversation*’ as the “talk between two or more people in which thoughts, feelings and ideas are expressed, questions are asked and answered, or news and information are exchanged” (ibid p.306). Conversation is also described by Thornbury & Slade (2006) as “the kind of speech that happens informally, symmetrically and for the purposes of establishing and maintaining social ties” (ibid p.25). It is interesting to note that there is an association of informality related to the term ‘*conversation*’, as the most important tenet of Dogme ELT requires the incorporation and practice of a ‘*conversation driven*’ attitude. Naturally, one would question the suitability of incorporating ‘*conversation*’ within the classroom due to its ‘*informal*’ association. Nevertheless, Farrington (1981) noted that a ‘*conversation class*’ would be more popular among intermediate to advanced levels of adult students (ibid p.241).

Due to Farrington's observation, this raises the question whether the conversation driven element of Dogme ELT is suitable for only students which have the language ability of intermediate or above. Farrington (1981) also observed that any form of unplanned conversation would encourage particular students to speak with other remaining learners bored, shy or irritated (ibid p.241). However, the principle of a '*conversation driven*' approach within Dogme ELT emphasises that:

1. Conversation is language at work.
2. Conversation is discourse.
3. Conversation is interactive, dialogic and communicative.
4. Conversation scaffolds learning.
5. Conversation promotes socialisation.

(Meddings & Thornbury 2009 p.8)

The origins of teaching '*interactive, dialogic and communicative*' conversation, through "language functions and communication" (Hall 2011 p.93), was initially introduced with the use of Communicative Language Teaching (henceforth CLT).

Communicative Language Teaching

CLT originated during the 1960s and 1970s in response to Situational Language Teaching (henceforth SLT), whereby SLT "was taught by practicing basic structures in meaningful situation-based activities" (Richards & Rodgers 2001 p.153). It has been noted that the communicative approach to language teaching can mean "many different things to different people" (Savignon & Berns 1983 p.2) with the adoption of various materials, approaches and styles of teaching (ibid). Furthermore, the perception of ambiguity within CLT, whereby it means "a multitude of different things to different people" (Harmer 2003 p.289), causes teachers to misunderstand or misapply CLT within the classroom (Scrivener 2011 p.31). Nonetheless, CLT "makes use of real-life situations that necessitate communication" (CAL, 1993) with teachers preparing activities that learners are likely to encounter outside the classroom. However, the incorporation of authentic materials, with anticipated '*real-life*' encounters, within the classroom is not without contention. Swan (1985b) proposes that authenticity provides learners the opportunity to have "a taste of 'real' language in use" (p.85) whilst Tennant (2011) regard the use of authentic materials, which have been imported into the classroom away from their original context, could lose their authenticity (ibid p.13).

Nonetheless, Sayer (2005) noted that with CLT, students are “guided through the conversations aided by the use of role cards, diagramming, or other types of prompts” (ibid pg.14), with the objective to prompt learners to improve their communicative skills. Furthermore, Sayer (2005) also observed that once learners’ levels improve, students require less prompting and are able to communicate more effectively. CLT also “refers to both processes and goals in classroom learning” (Savignon 2002 p.1) with a primary aim of ‘*communicative competence*’ (ibid). ‘*Communicative competence*’ was first referred to by sociolinguistics (Hymes 1971 in Savignon 2002) and is regarded as “the ability to make language relevant to the context and ... sustain the context through language” (Duranti 2001 p.39). Sociolinguistics considers “language use in communication is central to the linguistic process and to development” (Owens 2008 p.45). It is important to note that a “communicative movement in ELT encompasses all modes of language use” (Hedge 2000 p.45), either spoken or written English, with CLT incorporating either of these productive skills. However, the aim of teaching CLT is to focus on ‘real-life’ language (Hall 2011 p.93) with the use of materials and prompting. Interestingly, Richards & Rodgers (2001) noted that a communicative teaching approach could incorporate elements of task-based material if “activities have been prepared to support Communicative Language Teaching classes” (ibid p.169).

Task-Based Learning

The first point of a ‘*conversation driven*’ principle is considered by Meddings & Thornbury (2009) that conversation is ‘*language at work*’ which attempts to focus on the naturalistic attitude to language acquisition, such as “a ‘fluency-first’ approach” (ibid p.9). Task-based learning (henceforth TBL), also recognised as task-based teaching or task-based instruction, “refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching” (Richards & Rodgers 2001 p.223). TBL ensures learners focus on completing a task or problem, rather than focus on the structure of language (Harmer 2007 p.71). Interestingly, TBL considers conversation and spoken communication as the primary focus of language learning and the foundation for language acquisition (Richards & Rodgers 2001 p.228) which respects the ‘*conversation driven*’ principle of Dogme ELT and also supports the assertion from Meddings & Thornbury (2009) that a “Dogme approach shares many of the beliefs and features of a task-based approach” (ibid p.9). Although, TBL share

similar pedagogical principles of language learning towards CLT (Richards & Rodgers 2001 p.228), there are additional principles which are considered important for TBL. As Richards & Rodgers (2001) highlight, these additional principles for TBL include the observation that task-based activities provide learners both Input and Output processing necessary for language acquisition, task achievement is intrinsically motivating for language learners and also provides learners the opportunity to learn specific aspects of language which have originated from particular tasks (ibid p.228-229). Nonetheless, the definition of ‘*task*’ can vary among teachers yet “there is a commonsensical understanding that a task is an activity or goal that is carried out using language” (Richard & Rodgers 2001 p.224). The pedagogical approach for TBL is split between three stages: ‘*Pre-task*’, ‘*Task cycle*’ as well as ‘*Language focus*’ (please see Figure 1 below).

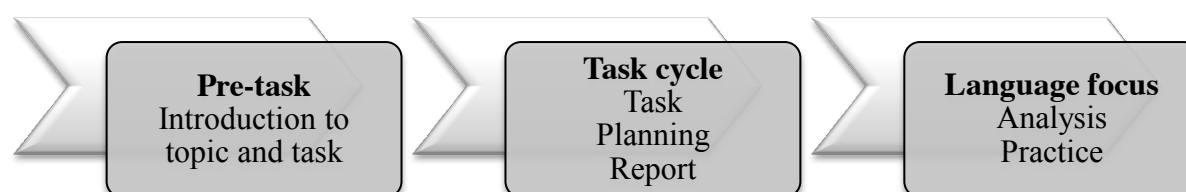


Figure 1: The Willis TBL framework (adapted from Harmer 2007 p.71)

Willis (1996) noted that the tasks and activities incorporated within the TBL approach promotes learner awareness of ‘*language form*’ which encourage language learners to become more “conscious of particular language features” (ibid p.16) and are also considered more beneficial than ‘*form-focused*’ activities. ‘*Form-focused*’ activities have primarily been regarded as “uncontextualized grammar exercises, substitution drills, and pronunciation drills” (Littlewood 2004 p.322). Littlewood (2004) also noted that there were two dimensions in association with ‘*tasks*’ with one end of the continuum which focuses on forms whilst the opposite concentrated on the focus of meaning (ibid p.321-322). Therefore, one can note that there is a constant shift between the two dimensions of ‘*form-focused*’ and ‘*meaning-focused*’ activities. Figure 2 below highlights the pedagogical implications when teachers pursue focus on forms and focus on meaning activities.

Focus on forms		←	→	Focus on meaning	
Non-communicative learning	Pre-communicative language practice			Structured communication	Authentic communication
Focusing on the structures of language, how they are formed and what they mean, e.g. substitution exercises, 'discovery' and awareness-raising activities	Practising language with some attention to meaning but not communicating new messages to others, e.g. 'question-and-answer' practice			Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability, e.g. structured role-play and simple problem-solving	Using language to communicate in situations where the meanings are unpredictable, e.g. creative role-play, more complex problem-solving and discussion
'Exercises'	←	(Ellis)	→		'Tasks'
'Enabling tasks'	←	(Estaire and Zanon)	→		'Communicative tasks'

Figure 2: The continuum from focus on forms to focus on meaning (Littlewood 2004 p.322)

Ellis (2000) suggested that learners which participate with form-focused '*exercises*' are "primarily engaged in producing correct linguistic forms" (ibid p.196), while meaning-focused '*tasks*' are "primarily engaged in trying to communicate content" (ibid p.196). Furthermore, when one considers the two distinctions between '*form*' and '*meaning*', in the communicative sense, it is closely related to aspects of conversational learner production skills: '*accuracy*' and '*fluency*'. The term '*accuracy*' has been defined as "the ability of the learner to perform in accordance with target language norms" (Ellis 2000 p.202), whereas '*fluency*' is regarded as "the capacity of the learner to mobilize his/her system to communicate in real time" (ibid p.202). There is some suggestion that teachers, within the classroom, are constantly switching between tasks that focus on fluency and accuracy (Harmer 2007 p.142-142 & Scrivener 2011 p.224-245). However, Scrivener (2011) suggests that there are some lessons that work "on both accuracy and fluency in relatively equal measures" (ibid p.224). Interestingly, Ellis (2000) suggests a third distinction in relation to TBL which is regarded as communicative '*complexity*' which is described as "the utilization of interlanguage structures that are 'cutting edge', elaborate and structured" (ibid p.202). Nonetheless, it is important to note, in relation to Dogme ELT, a '*conversation driven*' principle should encourage focus on meaning (as demonstrated above) and the '*tasks*' proposed in "Teaching Unplugged" (2009) are expected to develop, train and improve a student's overall fluency. When one considers '*accuracy*' and '*fluency*' within the context of SLA theory, there is a close relationship with '*competence*'. Chomsky primarily referred to '*competence*' as the "abstract and hidden representation of language knowledge" (Mitchell &

Myles 2004 p.10) with a competent communicator “able to conceive, formulate, modulate, and issue messages” (Owens Jr. 2008 p.9) successfully. Nevertheless, the question arises how teachers are able to improve a learner’s communicative competency in their second language.

Scaffolding Language

In respect for the first tenet of Dogme ELT, as well as the improvement of an English learner’s language competence, which also supports the ‘*conversation driven*’ principle, is related to ‘*scaffolding*’. Ellis (1997) has described ‘*scaffolding*’ as the “the process by which learners utilize discourse to help them construct structures that lie outside their competence” (ibid p.143). From an interactional perspective, ‘*scaffolding*’ offers language learners the opportunity to improve relevant input and offer instances of negotiation of meaning, conversational repair, etc. (Mitchell & Miles 2004 p.210). An interactional approach is related to pedagogical methodologies such as a Task-Based Approach, Whole Language or Content Language Learning to name a few (Richards & Rogers 2001 p.22). Nonetheless, ‘*scaffolding*’ provides language learners the chance to improve ‘*communicative competence*’ through the assistance of interaction. Interestingly, there are some preconceptions that ‘*scaffolding*’ occurs between the language learner and the teacher, yet Harris (2007) suggests that language learners can assist each other with ‘*scaffolding*’. However, as Harris (2007) highlights, student-to-student ‘*scaffolding*’ techniques are available and require greater learner training and awareness. Nevertheless, ‘*scaffolding*’ is related to sociocultural theory of language acquisition which is considered “a collaborative process whereby learners appropriate the language of the interaction as their own” (Ohta 2000 p.51). Scaffolding in the language classroom is related to Vygotsky’s concept of the Zone of Proximal Development (henceforth ZPD) which suggests that this model “is the difference between what a learner can do without help and what they can do with the help of the teacher” (Wisniewska 2010 p.18). Additionally, as mentioned previously by Harris (2007), the scaffolding of language for learners can occur between the learners themselves. Nonetheless, Wisniewska (2010) notes that a particular role for a teacher, although in a one-to-one learning context, which complements the theory of ZPD, is that of a ‘*conversation partner*’ (p.18-20). However, there are challenges with the sociocultural opinion of interactional language acquisition and this is demonstrated below:

- a) “Some individuals are able to achieve a relatively advanced level of L2 proficiency without the benefit of any interpersonal communication or opportunity to negotiate meaning in the language with others.”
- b) “Some individuals engage in extensive interaction with speakers of another language without learning that language to any significant degree.”

(Saville-Troike 2006 p.116)

The examples above might be related to the culture and previous learning experience for particular language learners. Ellis (1996) suggests that there are several teacher roles expected by language learners and that the cultural appropriacy of learning relates to correct selection of teaching methods and approaches (p.213-214). Furthermore, interaction has to be culturally appropriate for the target learner otherwise the development of motivation or ‘communicative competence’ would be less successful (Ellis 1996 p.213-218).

Materials Light

The second tenet for Dogme ELT is the emphasis on ‘*materials light*’ which suggests that textbooks are primarily used to “promote the delivery and consumption of ‘grammar McNuggets’” (Meddings & Thornbury 2009 p.12) with, to some degree, “an over-reliance on [imported] materials” (Thornbury & Meddings 2003 p.15) by language teachers. However, the term ‘*materials light*’ is something that is largely related to the banishment of coursebooks from the ELT classroom (Meddings & Thornbury 2009 p.11-16). Nevertheless, within “Teaching Unplugged” (2009), there is no explicit explanation of the term ‘*materials*’ yet Thornbury (2006) defines the term ‘*materials*’ as the inclusion of “coursebooks, workbooks, visual aids, charts, board games, Cuisenaire rods, audio and video materials, as well as the software that is run by computers, data projectors and interactive whiteboards” (ibid p.127). One major criticism regarding an over-emphasis of materials with language learners is highlighted below:

“Drumming material in through practice activities runs the risk that all the compliant and talented learners will do is learn to produce what the teacher wants, under classroom conditions, and that such learning may not truly take root”.

(Skehan 2002 p.290)

Essentially, materials, particularly coursebooks, could hinder the possibility and potential to

focus, with learners, on exploratory teaching. Thus, the paradigm with materials should be re-focused towards the learners with less emphasis on top-down grammar based lessons. However, Meddings & Thornbury (2009) are suggesting that they are not ‘anti-materials’ but they reject materials which appear unconventional towards the other principles of Dogme ELT. Materials which could support a ‘*conversation driven*’ principle, with a focus on ‘*emergent language*’, could include prompts, role cards or other suitable materials which promote “talk-mediated learning opportunities that are so crucial for learning” (Meddings & Thornbury 2009 p.12). Nevertheless, coursebooks essentially, whether preferred or not, represents “the visible heart of any ELT programme” (Sheldon 1988 p.238). It is recognised that coursebooks provide teachers with material which can be used if there are time constraints and the coursebooks can foster ‘*unit-by-unit*’ progression as well as provide materials for learners to review at a later date (Harmer 2007 p.181). Conversely, there are a number of reservations with the use of coursebooks which include prescribing and imposing specific learning styles on the students in class (Harmer 2007 p.181-182). Furthermore, coursebooks “give little opportunity or encouragement to adapt ... to the needs, wants, personalities, or styles of the learners or teachers” (Tomlinson et al 2001 p.83). Hall (2011) also noted that if decisions are solely based on coursebooks, rather than decision based solely on the learners, teachers could become ‘de-skilled’ (p.214). Thus, this raises the question: “What material supports Dogme ELT?”

Learner-Based Teaching

Learner-based teaching proposes methods to avoid over-dependence with coursebooks (Cambell & Kryszewska 1992 p.7). It is proposed, that materials include the learners, pens, papers as well as classroom furniture (Cambell & Kryszewska 1992 p.7). This assertion is related to a ‘*materials light*’ principle of Dogme ELT, whereby the classroom is “simply a room with a few chairs, a blackboard, a teacher and some learners” (Meddings & Thornbury 2009, p.12). Essentially, both Dogme ELT and learner-based teaching incorporate more humanistic aspects of language acquisition: providing learners with ‘space’ to interact and communicate in language. For example, humanistic teaching “engages the whole person, including the emotions and feelings ... as well as linguistic knowledge and behavioral [sic] skills” (Richards & Rodgers 2001 p.90). Cadorath & Harris (1998) noted the importance to provide learner space to allow conversation to flourish in the classroom with unplanned and

unpredicted interactions. Notwithstanding, materials which support the principles of Dogme ELT are suggested as newspapers, magazines, objects, photos as well as text messages (Meddings & Thornbury 2009 p.48-59). All these materials, it is proposed, provide stimuli to prompt 'real-life' conversation among learners and teachers. However, are there any differences between learner-based teaching and a learner-centred curriculum? Interestingly, teachers preparing materials and planning lessons based upon the learners' communicative goals is one of the key proponents of, not just learner-based teaching, but a principle of a learner-centred curriculum (Nunan 1988 p.62). With learner-responsive material, students would expect material to support "what they need to be able to do outside [of the classroom]" (Nunan 1988 p.99) with some respect towards authenticity. It is recognised that "authentic materials motivate learners because they are intrinsically more interesting" (Peacock 1997 p.144). However, as previously highlighted with CLT and TBL, if one imports authentic material away from their context it could become unauthentic and inappropriate for learners. In some respects, Dogme ELT is seeking to support '*learner authenticity*' with material that is recognised by students so that it relates "to his [or her] interests, background knowledge and experience, and through these, stimulate genuine communication" (Nunan 1988 p.102). Yet, it must be recognised, with a learner-centred curriculum as well as Dogme ELT, that various materials are incorporated to prompt genuine conversation and develop natural language that emerges with classroom interaction. Nonetheless, although one of the principles of Dogme ELT proposes a '*materials light*' emphasis, appropriate materials, in some form or other, can offer learners the possibility to prompt and encourage natural conversation.

Emergent Language

The third and final tenet of Dogme ELT is regarded as a focus on '*emergent language*'. However, what does '*emergent language*' mean? When considering the distinction between traditional grammar-based methods and approaches compared to more recent communicative-based methods (such as the CLT), grammar accuracy practice, such as drills and repetition, have been replaced by fluency based activities (Richards 2006 p.8). With a fluency-first approach to language acquisition, '*emergent language*' is associated with usage-based descriptions of second language acquisition and connectionism (Thornbury 2006 p.47-48 & p.235). It is noted that "emergentism is an alternative to both nativism and

behaviourism and a subtle combination of the two” (Owens 2008 p.51), whereby “language is an emergent phenomenon, driven by massive exposure and use” (Meddings & Thornbury 2009 p.19). Obviously, critics raise concerns with ‘*emergent language*’ based upon an apparent lack of structure or predictable language learning (Meddings & Thornbury p.18). However, EFL teachers should note that traditional language lessons, which follow a grammar-based syllabus, are not sufficient enough for language learners to gain appropriate proficiency in English (van Lier 1996 p.42). Nonetheless, to promote ‘emergent language’ it is necessary to relate Vygotsky’s ZPD theory of scaffolding with language learning (Thornbury 2001 p.53-55). With this in mind, we can see how ‘*emergent language*’ and a ‘*conversation driven*’ approach to Dogme ELT are closely related, with both basic principles complementing one another. Nonetheless, there is a suggestion by Meddings & Thornbury (2009) that responsive teaching, during natural classroom interaction, provides further opportunities for teachers to scaffold ‘*emergent language*’ as well as offers possibilities for learners to ‘notice’ language. The role of ‘noticing’ in language learning offers learners the opportunity to distinguish between the “current state of their developing linguistic system, as realized in their output, and the target language system” (Thornbury 1997 p.326). For example, teachers could incorporate a variety of techniques to increase learner ‘noticing’ opportunities such as drilling, dictation, restructuring or concordance exercises (Thornbury 2006 p.144).

Methodology

This chapter describes how the aims of the research were investigated, the design and research methodology that was implemented to investigate teacher and student attitudes as well as teacher incorporation of the three key tenets of Dogme ELT. It also provides a description of the participants that were included with the research, the size of the survey and interviews, the research settings, as well as the procedures for data collection.

Procedures

Surveys were distributed among three schools, for those that were involved in General English classes, with teachers and students randomly asked to complete the self-administered surveys. The surveys were completed in the participants own time and with minimal influence or interference from the researcher. After analysing the teacher surveys which had been returned, interviews were organised with two teachers from different schools. The interviews took place at a quiet and relaxed environment. Interview participants were required to complete an Interview Consent Form to agree for the interview to be recorded by the use of a Dictaphone. The interviews took between 10 to 15 minutes and each interview was attempted to be as similar as possible.

Materials

The materials used for the research obviously included two different surveys; one survey for teachers and the other survey for students. Within each corresponding survey, there were 22 questions for teachers to complete, while there were 18 questions for students to complete. Interview Questions (which included 8 questions) were used as well as an Interview Consent Form for relevant teachers. During the interviews, a Dictaphone was used to record the answers.

Research Aims

The aim of the research was to discover whether teachers were knowingly, or otherwise, incorporating the three key principles of Dogme ELT within their class, if teachers were

aware of the three basic principles of Dogme ELT, the opinions of Dogme ELT from participating teachers and students, and if there were any discrepancies between the opinions of students compared to the teachers regarding Dogme ELT. In order to achieve the research aims, it was necessary to construct research methods to elicit this information.

Research Methodology

In order to achieve the research aims, research data was collected through small-scale use of valid and reliable surveys, with three private English language schools, as well as interviewing one teacher from two of the participating schools. According to Nunan (1992), a “purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time” (ibid p.140). Yet, Dörnyei (2010) suggests that “questionnaires are often referred to under different names” (ibid p.3), including the term ‘surveys’. Interestingly, Brown & Rodgers (2002) suggest that surveys are “used to gather and describe characteristics, attitudes, views, opinions and so forth” (ibid p.142) which is a combination of both questionnaires as well as interviews. Although the term ‘survey’ is open to interpretation, I shall be referring to Nunan’s (1992) definition of the term where I seek to acquire a ‘snapshot’ of teacher and student attitudes, opinions and views of Dogme ELT. Nonetheless, there are distinctions made between ‘quantitative’ and ‘qualitative’ primary research that are generalised by Richards (2009) and includes alternatives between ‘quantity’ as well as ‘quality’, with distinct examples such as “words/numbers, subjective/objective or specific/generalizable” (ibid p.148). In other words, quantitative researchers study “simple counts such as frequency of occurrences to ... test scores or prices” (Saunders et al 2003 p.327), while qualitative researchers studying “things in their natural settings, attempting to make sense of or to interpret” (Denzin & Lincoln 2000: in Richards 2009 p.149). Therefore, in this sense, the research and investigation into teacher and student attitudes, opinions as well as views of Dogme ELT is classified and viewed as ‘qualitative research’.

Pilot Study

Piloting a study is considered to be invaluable as it provides “the researcher to collect feedback” (Dörnyei 2010 p.53) and it was decided that a Pilot Study would initially be done at a Higher Educational Institute. Draft teacher and student surveys were written and these

were distributed among teachers and students at a Higher Education Institute. The four classes were a range of proficiencies and nationalities: Pre-Intermediate, Intermediate, Post Intermediate and Upper Intermediate/Advanced. As Dörnyei (2010) highlights, the piloting of the surveys is recommended to include “a sample of people who are similar to the target sample”. It was decided early on that the target sample of participants would include various English language teachers and students whose levels were considered to be Pre-Intermediate or above. The Pilot Study highlighted areas within the surveys which included ambiguous wording, the overall appearance and the clarity of instructions. Teachers that participated in the piloting of the survey provided some invaluable written feedback and, as such, survey questions were re-worded and changed to improve overall clarity. Furthermore, participating teachers provided feedback on the student survey with emphasis on difficult wording, with the wording in the student’s survey being amended to incorporate clearer and less complex questions.

Research Design

In order to collect the relevant research data, it was decided that a self-administered survey would be followed by an interview. A survey was decided as it provides, as previously mentioned, a ‘snapshot’ of teacher and student views, opinions and feelings of Dogme ELT. The advantage of incorporating a survey for primary research includes assumed efficiency with time, effort and financial resources (Dörnyei 2010 p.6), especially if the survey is well composed. It is also recognised that some disadvantages are present with surveys such as unreliable or unmotivated participants, the halo effect, the fatigue effect, etc. (Dörnyei 2010 p.7-9). Nevertheless, when constructing the survey it was recognised that the length, layout, question wording and the type of questions written was incredibly important (Dörnyei 2010 p.12-20 and Nunan 1992 p.143-145). The purpose of the surveys were to elicit whether current English Language teachers incorporate any of the three basic tenets of Dogme ELT and whether students were receptive to the principles of Dogme ELT. Thus, it was important to design the surveys based around the three principles of Dogme: an emphasis on ‘*conversation driven*’, ‘*materials light*’ and ‘*emergent language*’ (Meddings & Thornbury 2009) in the classroom. For example, in order to maintain validity, it was necessary to develop questions within the survey to achieve the objectives of the research. Thus, in relation to the teacher’s survey, Questions 11 to 14 were related to the principle of ‘*materials*

light', Question 15 and 16 were related to the principle of '*conversation driven*' and Questions 17 to 19 were related to '*emergent language*'. However, when creating the student's final survey, it was necessary to link the three tenets of Dogme ELT as well as provide similar questions so that both the student's and teacher's surveys could provide some opportunity to compare results. Therefore, in relation to the student's survey, Questions 7 to 12 was related to the principle of '*materials light*', Questions 13 to 15 was related to the principle of '*conversation driven*' and Question 16 was related to '*emergent language*' and a learner-based curriculum. Finally, Question 17 and 18 were also related to the principle of '*materials light*' of Dogme ELT. In order to maintain validity and reliability with the surveys, it was necessary to develop the questions, for both surveys, in relation to Dogme ELT. As Saunders et al (2003) highlights, a "valid question will enable accurate data to be collected, and one that is reliable will mean that these data are collected consistently" (ibid p.291). The survey which was to be completed by students and teachers were planned to be self-administered with a selection of closed, open, list as well as category questions. During the survey writing process, it was important that a valid and reliable survey was constructed. In order to achieve this, there were various aspects to avoid when attempting to write a survey such as avoiding unclear or ambiguous terms, biased items, irrelevant terms, etc. (Brown & Rodgers 2002 p.143). Although, it is widely accepted that piloting the surveys "allow the researcher to collect feedback" (Dörnyei 2010 p.53), a pilot study can also highlight survey questions that have ambiguous wording or is too difficult for participants to complete (ibid p.53). The piloting of the student's survey was integral to ensure that wording was not overly complicated and simple enough for those participating students whose level of English was Pre-Intermediate or above, so that they were able to understand the questions. When creating the questionnaires, it was important to review related student and teacher surveys from secondary sources such as the *ELT Journal* and various research design text books. It was decided that the survey would be split into two sections: the first section provided further opportunity to learn more about the teacher and student and the second section was more focused towards Dogme ELT. The first section of the survey was originally developed from Borg's survey (2009 p.383). The first section of the teacher's survey attempted to find out the following information:

Teacher Survey – Section 1

- i.* Length of teaching experience
- ii.* Their highest teaching related qualification

- iii. Any experience teaching abroad
- iv. Whether participants teach full or part-time
- v. The participants definition of a teacher's role

The student's survey also incorporated a similar structure to the teacher's survey, with the following information being sought:

Student Survey – Section 1

- i. Length of time they have studied English
- ii. The student's highest English related qualification (if any)
- iii. The reason for studying English
- iv. Their description of the teacher's role

Within the second section of the survey, it was decided that the survey would attempt to investigate further information about the three key aspects of Dogme ELT from the participants: '*materials light*', '*conversation driven*' and '*emergent language*'. In order to maintain research validity, it was necessary to create closed, open and list questions which tacitly questioned research participants on the three basic principles of Dogme ELT. It is recognised that if the aims or objectives of a research study is made explicit or divulged to the participants, there could be implications which could weaken the reliability of the research results. For example, a variable that could influence the research results may include the Hawthorn effect, whereby participants are delighted "at being included in a study that the results of the investigation are more closely related to this pleasure" (Brown 1988 p.32) with consequences for research reliability. Other variables which could have significant consequences for the research could include the Halo Effect, Subject Expectancy or Researcher Expectancy (Brown 1988 p.33-34). Thus, to avert potential variables, which could question the reliability and validity of the research, the aims and objectives of the research were not explicitly expressed with participants until surveys and interviews were complete. Nevertheless, the second section of the survey for participating teachers attempted to find out further information about their classes such as:

Teacher Survey – Section 2

- i. Previous classes taught
- ii. Suitable lessons and reasons why materials might not be used in class
- iii. Coursebook use in class

- iv.* Methods and approaches of developing speaking skills
- v.* Teacher response in relation learner error and emergent language
- vi.* The teacher's knowledge of Dogme ELT

The second section of the student survey incorporated various areas which focused on the following areas:

Student Survey – Section 2

- i.* Previous classes attended
- ii.* Experience, reasons and opinions of materials within the class
- iii.* The use of a coursebook in class
- iv.* Speaking skills in class

As previously mentioned, interviews were to be arranged with teachers who returned and completed their surveys. It was decided that two interviews would be organized with one teacher at School A and the other interview being arranged with another teacher at School B. It was decided that the interview would be structured but would remain informal with the participants. A structured interview is noted as one which “the agenda is totally predetermined by the researcher, who works through a list of set questions in a predetermined order” (Nunan 1992 p.149). There were eight interview questions that were constructed to extend on the current research participants' contribution with the survey. The questions were intentionally constructed to be ‘open-ended questions’ to offer interview participants the maximum opportunity to talk about each question. Nevertheless, it was decided that interviewing students might be slightly more difficult and that student participants may regard it as a form of test. Thus, it was determined that the interviews would only include teachers that had completed and returned the surveys. During the interview, the following questions were asked to both teachers:

Interview Questions

1. Please describe the method or approach you generally pursue for teaching General English with adult language learners.
2. Describe different student expectations of a teacher whilst in class.
3. Please explain how you teach speaking skills in class.
4. Please tell me your own personal opinions of a coursebook: advantages, disadvantages, etc.

5. Do you believe there is a difference between ‘conversation’ and ‘communication’? If so, please describe what the possible differences are.
6. Why do you think students might prefer a lesson without using any materials? Why do you think students might not prefer a lesson without using any materials?
7. In your own words, tell me how you deal with unexpected/unpredicted language that has emerged from students whilst in class.
8. Dogme ELT focuses on three principles within the classroom: ‘materials light’, ‘conversation driven’ and ‘emergent language’. What is your opinion and experiences of these three key principles?

Interviews were conducted in a quiet and relaxed environment. To maintain validity and reliability it was necessary to reduce subject expectancy, whereby there is a ‘natural tendency’ for participants to please the researcher and assist the researcher achieve the study’s aims (Brown1988 p.33). In order to achieve this, the aims of the research were not advised prior to the interview and whilst the interview took place there was no response to the any of the teachers’ answers to the questions.

Research Participants

The participants of the research involved three UK based private English language schools, with one school based in Eastbourne (School A) and the remaining two schools located in Brighton (School B and School C). All participants of the survey were randomly selected by the schools’ Director of Studies. However, the requirements for participating teachers for the survey were required to be teaching General English classes from Pre-Intermediate or above and the student participants had to be enrolled in General English courses which were deemed to be at levels of Pre-Intermediate or above. It is important to explain that students were required to have an ability of English suitable enough so they were able to complete the survey with minimal assistance. Therefore, it was decided that students that were assumed to have a level of English graded at Pre-Intermediate or above would have the language capability to complete the survey with minimal assistance from the researcher or other parties. Thus, in order to reliably compare and contrast student and teacher survey results, it would be necessary to select relevant teachers that were involved in General English lessons, teaching Pre-Intermediate or above levels, as research participants. Nevertheless, further information about the participants of the research is detailed in the table below.

	School A	School B	School C	Total Number
Teachers	4 teachers	5 teachers	6 teachers	15 teachers
Students	6 students	9 students	0 students	15 students

The participating teachers were a range of ages with varying degree of experience and qualifications in relation to the teaching of EFL. It was important to select teachers with different experience so that a variety of opinions and views were sought and received.

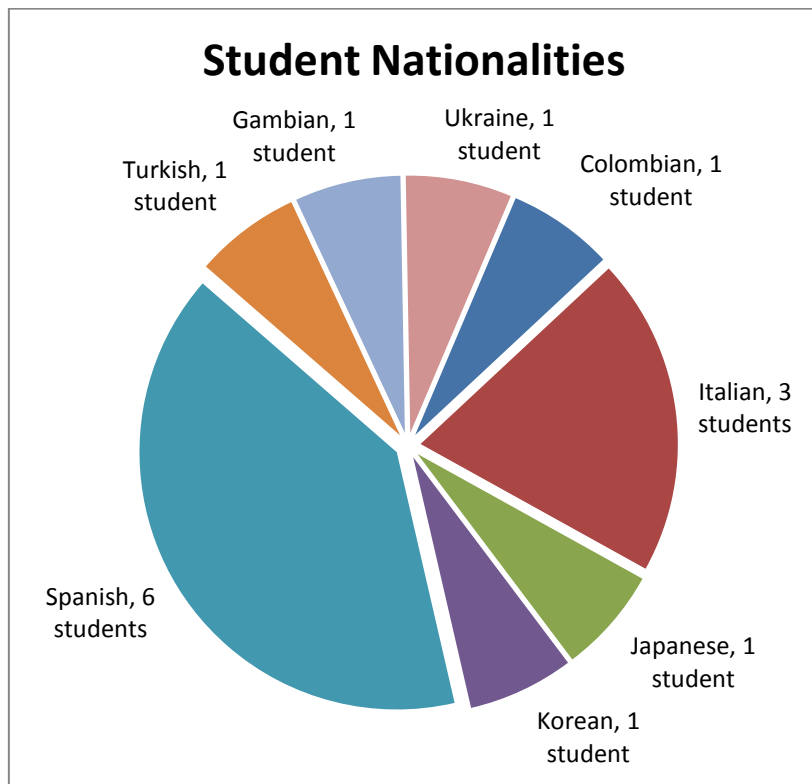


Figure 3: Number of Different Nationalities Involved in the Research

The students that participated with the research were a range of ages, nationalities, and levels of English proficiency, with differing reasons for studying English and were all in General English classes. It was necessary to survey various learner nationalities and abilities to gain various results and provide a 'snapshot' of General English classes that incorporate differing abilities and nationalities. It is worth noting that School C assisted the research by distributing surveys among their teachers but were unwilling, albeit tacitly, to distribute surveys among students. However, this decision was respected and the fact that School C was willing to distribute the research surveys was invaluable. Finally, an equal number of

student and teacher surveys (15 each) were completed and returned. Further information about the students that completed the surveys is detailed in Figure 3 above and Figure 4 below. Figure 3 details the students' nationalities, while Figure 4 details the students' proficiency in English. However, the majority of student nationalities that completed the survey were Spanish while the majority of students' proficiency in classes was assessed at Intermediate.

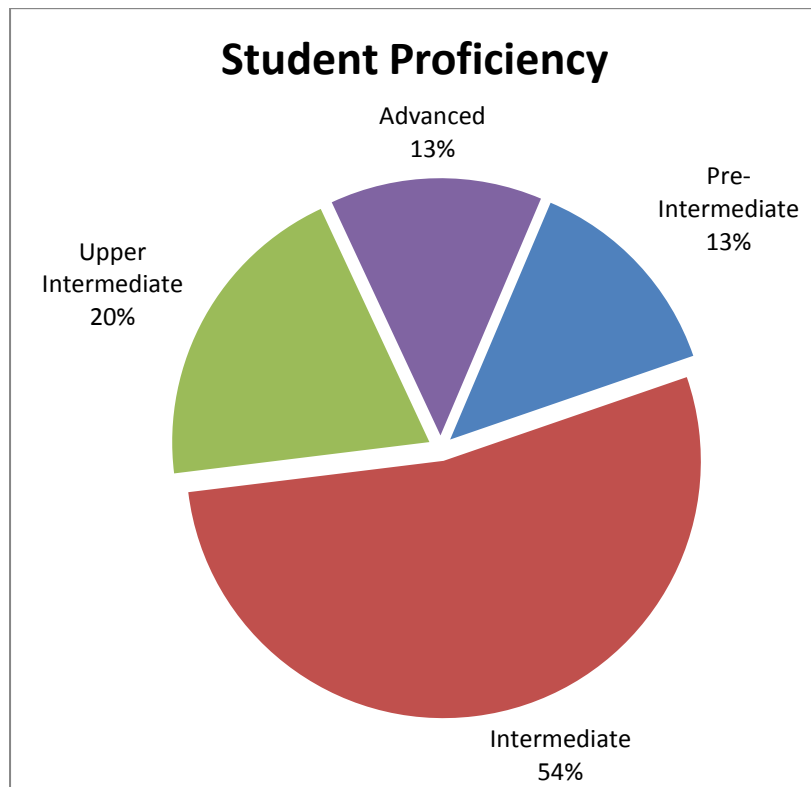


Figure 4: Classification of Participating Students' Proficiency in English

Data Analysis & Discussion

This chapter analyses and discusses collected qualitative data, from the results of two surveys which included 15 teachers and 15 students from three schools based in Sussex, as well as two interviews arranged from participating native English teachers. With each participating school, surveys were distributed to teachers with the permission from each Director of Studies. School A had 4 teacher responses (2 male, 2 female), School B had 5 responses (2 male, 3 female) and School C had 6 responses (2 male, 4 female). The surveys were completed and received in July 2011.

Teacher Respondents

The first section of the survey was to provide teachers the opportunity to answer questions related to their experience, while the second section was to learn more about the teachers' methods and approaches to English language teaching.

Teacher Surveys – Section 1

Most of the respondents had been teaching English as a Foreign Language between 10 to 15 years with 5 respondents (see Figure 5 below).

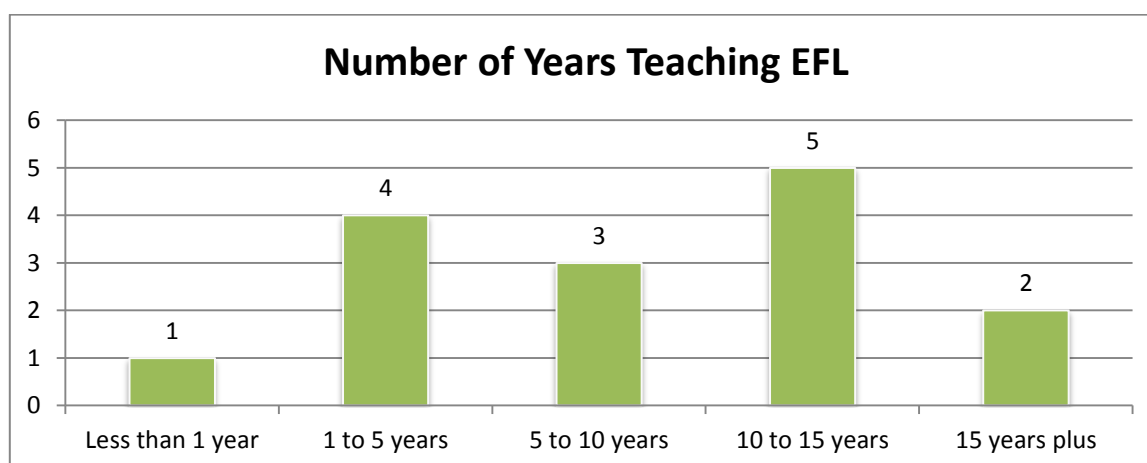


Figure 5: Number of Years Teaching EFL (Question 1)

However, the majority of teachers (8 teachers) had expressed that their highest teaching related qualification was a Certificate qualification, with one teacher suggesting that their highest qualification was a PGCE. For further information, please see Figure 6 below.

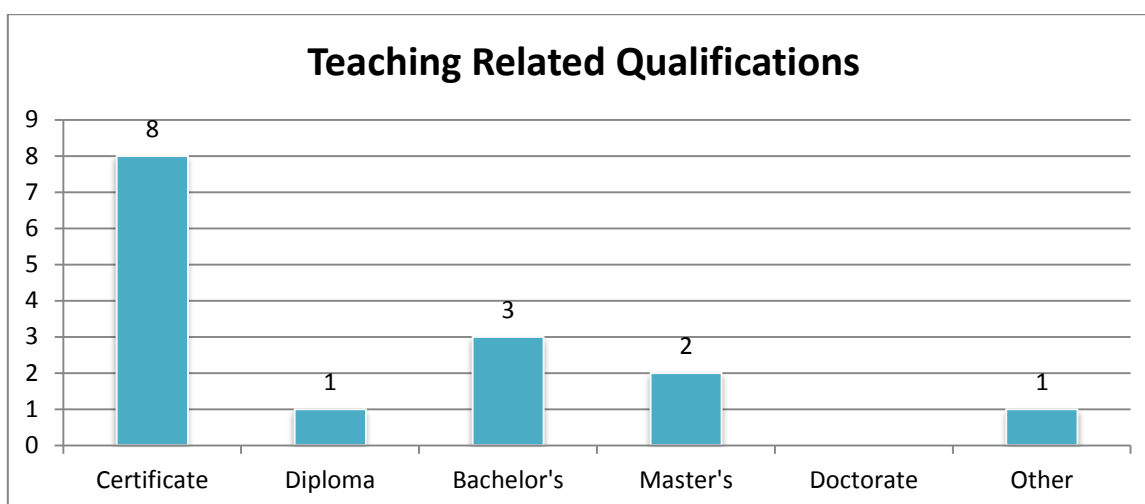


Figure 6: Teaching Related Qualifications (Question 2)

It is interesting to note that the majority of respondents indicated that their highest teaching qualification was a Certificate, such as a CELTA or a Trinity Cert TESOL, with very few respondents holding a Diploma, such as the DELTA, or other post-graduate teaching related qualification. It may represent the seasonal nature of EFL in the UK, but it is beyond the scope of this study to analyse the reasons and implications why respondents did not continue professional development with further teaching related qualifications. Nevertheless, the majority of teachers had experience of teaching abroad (11 teachers), while the remaining teachers (4 teachers) had no previous experience of teaching in a foreign country. 12 teachers noted that they teach EFL full-time, while the remaining 3 teachers suggesting that they teach EFL part-time. Question 5 requested teachers to describe the role of the English language teacher. Interestingly, the majority of teachers described the role of the English language teacher as somebody that *'facilitates learning'* or as a *'facilitator'* of language acquisition. One respondent described the role of the English language teacher as:

"To facilitate the acquisition of language specific to the needs and requirements of the learners"

A teacher that facilitates language learning is described as "a particular kind of teacher, one that is democratic rather than autocratic, and one who fosters learner autonomy" (Harmer 2007 p.108) with the use of various tasks and activities. Thornbury (2006) describes the role of 'teacher-as-facilitator' is one which provides "learners with the language they need to construct their own conversations" (ibid p.79). This is obviously related, as highlighted in the Literature, to the key principles of Dogme ELT with the scaffolding of emergent language.

Teacher Surveys – Section 2

The second section of the teacher’s survey attempted to link the key principles of Dogme ELT with the survey questions. Question 9 sought to establish whether teachers have ever taught a class without any materials, hand-outs or worksheets. Seven teacher respondents indicated that they had taught a lesson without any materials, handouts or worksheets while eight teachers highlighted that they had never taught a class without any materials, handouts or worksheets (see Figure 7 below).

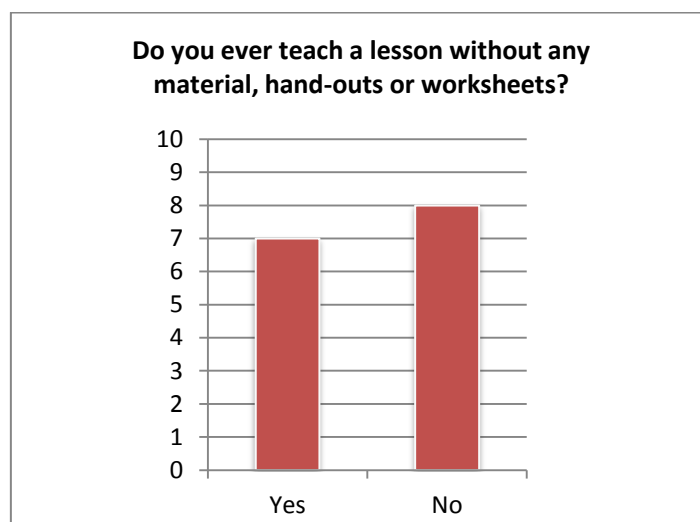


Figure 7: Teacher's Survey (Question 9)

Question 10 sought to determine the reasons why sometimes materials, hand-outs, worksheets or a coursebook may not be used during classes. Two teachers suggested that they would not use or incorporate materials, coursebooks, etc. due to the photocopier not working. However, the majority of respondents suggested the reasons for not incorporating materials would be related to trying to ‘*add variety or surprise*’ for students during the lesson as well as some spontaneity occurring in class, with the participating respondents suggesting that they would be reacting to this. Nonetheless, in reference to those eight teachers that highlighted that they have never taught a lesson without any materials, handouts or worksheets, Question 11 attempted to establish the overall opinions with the emphasis of a ‘*materials light*’ lesson. One teacher voiced some concern which included:

“I think it necessary for students to receive some form of hand-out for revision and homework”

What is interesting is that the teacher considers materials necessary for students outside of class, possibly with the focus on self-directed learning. The focus on self-directed learning

outside of the classroom is a principle that is loosely related to learner autonomy (Tudor 1996 p.18). Other teachers voiced their concern:

“I like something to base the class around”

“Undirected”

“It can be quite liberating but also scary”

It is interesting to see that some of the anxieties displayed by teachers are due to the possible ‘undirected’ or ‘scary’ approach of incorporating Dogme ELT and that it can also be ‘quite liberating’. Nevertheless, in reference to those teachers that stated that they have taught a lesson without the use of materials, hand-outs or worksheets, a couple of teachers implied that they would feel a “*certain sense of freedom*” and the teacher could “*concentrate more on what the student/s actually need/s*”.

Question 12 examined the weekly use of coursebooks within General English lessons. Only one teacher responded that they never use the coursebook in class (see Figure 8 below). However, the majority of teachers suggested that they either use the coursebook four times a week (5 teachers) or always use a coursebook (4 teachers).

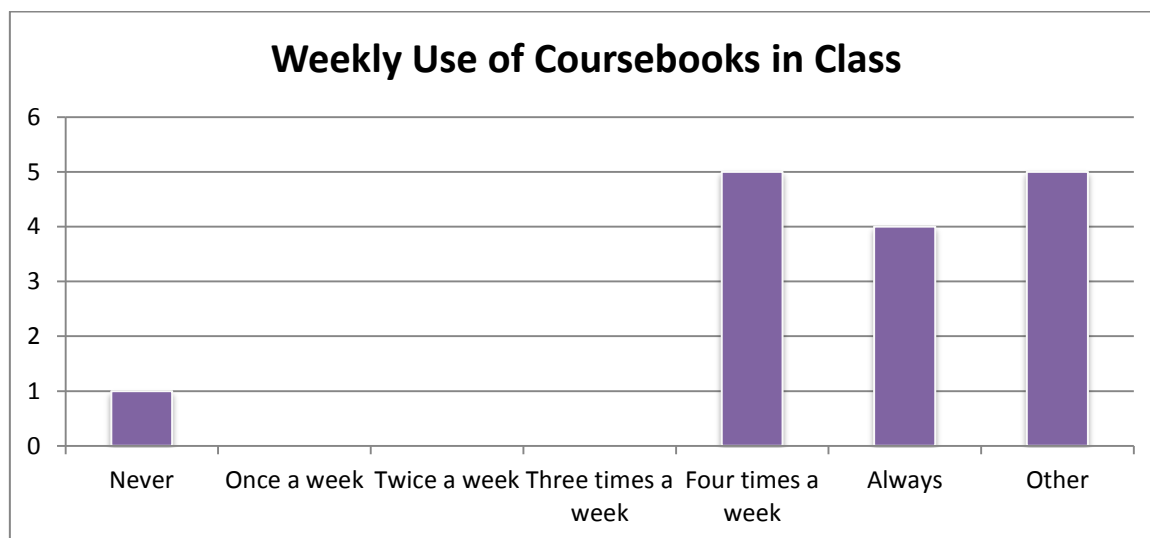


Figure 8: Weekly Use of Coursebooks in General English Classes (Question 12)

Nevertheless, 5 teachers selected ‘Other’ in Question 12 and responded that they use a coursebook “*almost always*” in class, or “*most lessons, say 8 out of 10*” and another teacher stated that they use a coursebook “*every morning for part of the time*”. As illustrated from Figure 8, there is an over-reliance on the use of a coursebook among teachers for General

English lessons. One possible reason could be that teachers would need to have something to “*base the class around*”. For example, teachers might require some structure and focus, with coursebooks available able to offer this. Question 13 sought to find out if the use of a coursebook was ‘restrictive’ during lessons. For example, could it actually impede natural dialogic conversation in class as well as stifle student creativity.

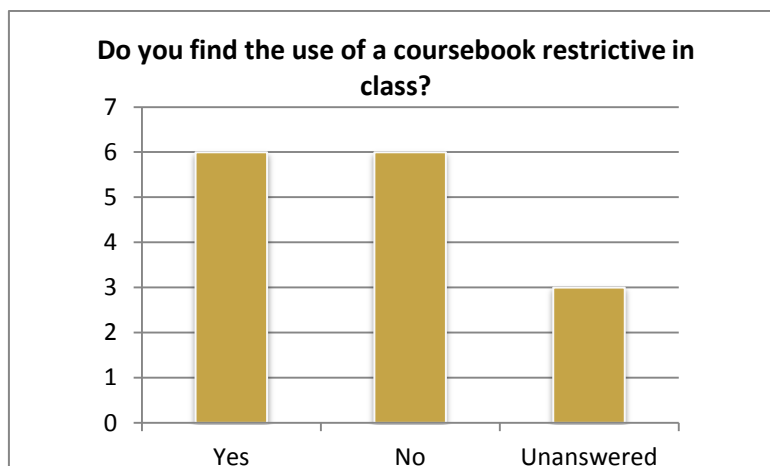


Figure 9: Are Coursebooks Restrictive? (Question 13)

As demonstrated in Figure 9 above, there were an equal number of teachers (6 each) that either found the use of coursebooks restrictive or not within class. Interestingly, 3 teachers decided not to answer this question with 2 respondents suggesting that they sometimes found coursebooks restrictive and the remaining respondent it “*depends on the book and how you utilise your mats [materials]*”. Additionally, the teacher who suggested that they would never use coursebooks during lessons also regarded coursebooks as ‘*restrictive*’.

Question 14 requested teachers to describe how lessons could be taught without the aid of coursebooks, hand-outs or materials. From the 15 respondents, 4 teachers stated that they would “*use the learners themselves as resources*” or by “*getting ideas from students*” to assist the objectives on a ‘*materials light*’ approach to teaching. The ideas suggested by the 4 teachers are similar to learner-based teaching whereby humanistic forms of teaching “focuses on encouraging learners to express their ideas freely” (Campbell & Kryszewska 1992 p.8). The other respondents suggested other ideas which included using games, pictures as a teaching aid as well as scaffolding emergent language on the whiteboard.

In reference to Question 15, the survey was asking teachers to describe how they would organise a classroom that is conducive and promotes student speaking. The majority of respondents suggested that they would arrange “*tables and chairs appropriately*”. For

example, chairs could be arranged “*in a circle, so that SS don’t feel confronted by the teacher*”. However, one respondent mentioned that “*students need to feel relaxed + have built up trust with each other + the teacher*” if the classroom promotes and encourages students to speak. One teacher mentioned that it was “*important that you [the teacher] establish a good rapport with the students*” and the same teacher went on to point out that a “*laid-back, friendly atmosphere in class encourages students to speak*”. It is important to note that the teaching of EFL is just as important as the “relationship that we develop with our classes” (Senior 2008 p.4). Major benefits could include the development of rapport with students, one of which encourages a classroom conducive for speaking (Senior 2008).

Question 16 questioned respondents how often they actively teach speaking skills. There are various speaking skills that learners need to acquire to assist as well as maintain various transactional and interpersonal conversation skills such as self-monitoring and repair strategies, automaticity, fluency as well as pause fillers to name a few (Thornbury 2005 p.3-8). The majority of teachers (10 respondents) suggested that they always teach speaking skills in the classroom (see Figure 10 below). What is unclear with Question 16 is if teachers react or explicitly plan to teach speaking skills in class. However, the following question focuses on the response to learner errors.

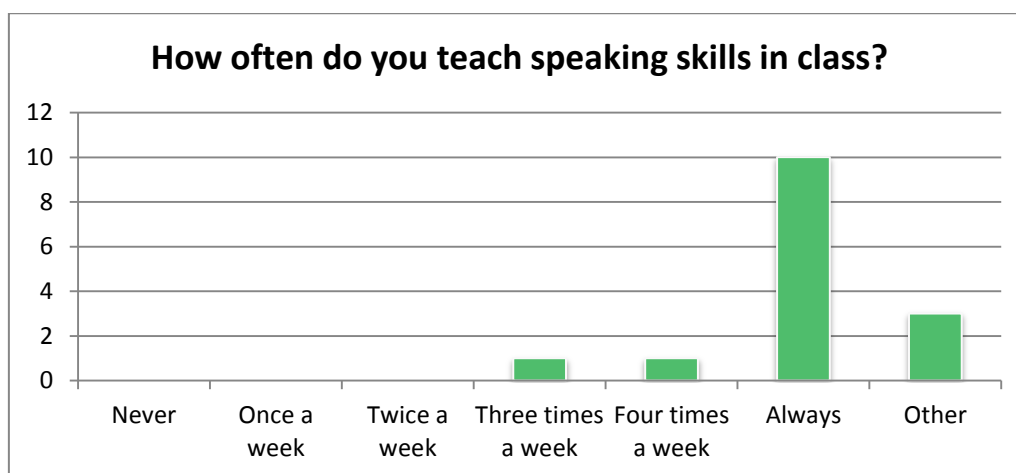


Figure 10: Regularity of Teaching Speaking Skills (Question 16)

Question 17 asked teachers how they would respond to learner errors that would emerge within the classroom. This question is related not just to learner errors, which could develop during productive skills, but it also provides focus upon the development of ‘*emergent language*’ in the classroom (one of the key principles of Dogme ELT). The majority of teachers suggested that they would incorporate ‘*delayed feedback*’ if the focus of the lesson is on communication and conversation:

“Generally delayed feedback unless it impedes communication.”

Another teacher suggested another perspective on responding to learner errors:

“That depends on the aim of the lesson. In a conversation class focusing on fluency, e.g., I will not correct any grammar mistakes.”

Obviously, the majority of respondents focused on teacher to student error correction. However, Scrivener (2011) notes different methods and appropriate times are available for learner error correction (ibid p.285-287). For example, some teachers suggested eliciting and supporting learner-to-learner error correction:

“Elicit a correction, explain the reason, give more examples in context.”

The quote above would suggest that this teacher employs various techniques when correcting learner errors. Firstly, the teacher elicits corrections from the students, then would explain or perhaps demonstrate the reason for the error and then scaffold learner language by providing further examples in context.

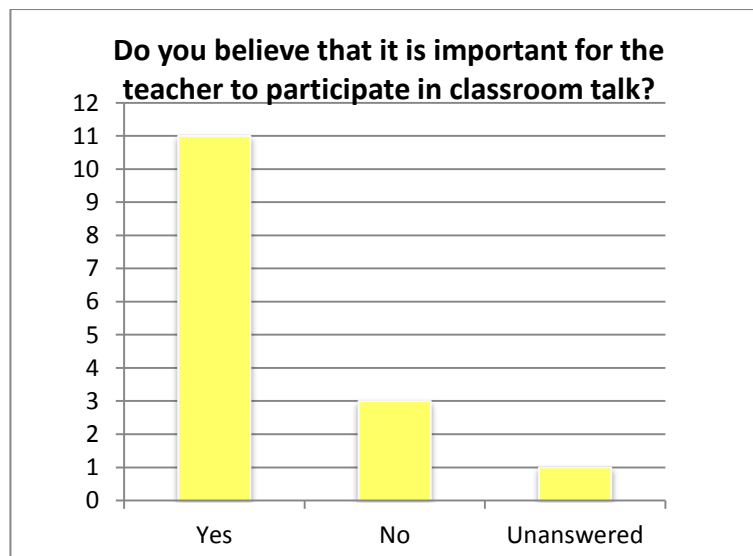


Figure 11: Teachers Participating in Class (Question 18)

Question 18 sought to establish if respondents considered whether it was appropriate to participate in classroom talk. The majority of respondents thought it would be important for the teacher to participate in classroom talk or conversation (see Figure 11 above) but why is this important? Teachers that interact and develop classroom conversation could assist with the scaffolding of language, generate greater rapport, show interest as well as motivate

learners to take risks. The respondent that did not answer the question, made a note that they thought it “*depends on the topic and ... is of any relevance to the students*”.

Question 19 attempted to establish if respondents encouraged a learner-based curriculum, which is related to other forms of humanistic areas of English language teaching (Campbell & Kryszewska 1992 and Meddings & Thornbury 2009). One teacher suggested that they are incorporating a ‘*Learner Autonomy Project*’ whereby “*the material is prepared by the students*”. All respondents proposed that they prepare lessons based upon the current needs of their learners and all respondents, apart from one, suggested that they respond to learners’ requests for assistance with vocabulary and grammar. Based upon the following survey information, the teachers displayed characteristics that would support students by reacting and reflecting on learner language rather than prescribing and structuring lessons.

Question 20 to 22 was focusing on Dogme ELT and attempted to establish if teachers were aware of this principle of teaching and, if possible, whether they were aware of the three core tenets of Dogme ELT as well as determine if teachers consciously followed Dogme ELT.

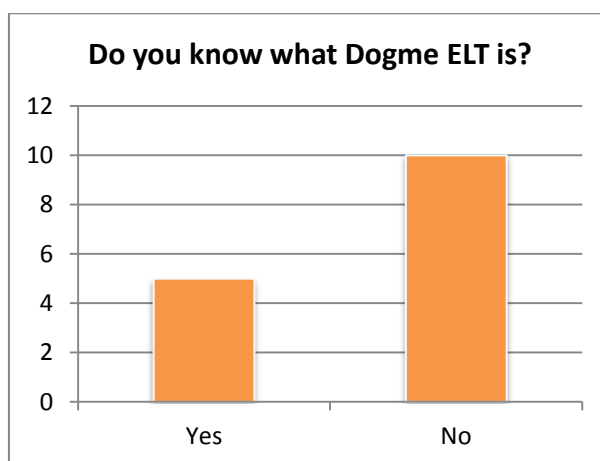


Figure 12: Awareness of Dogme ELT (Question 20)

Figure 12 above illustrates that two thirds of survey participants were unaware and unable to define Dogme ELT. However, a third of teachers suggested that they were aware of Dogme ELT and these teachers defined it as “*teaching without materials*”, emphasis on “*the students input*” and “*planned improvisation*”. Interestingly, all five respondents were aware of the ‘*materials light*’ principle of Dogme ELT. However, not all these respondents were aware of a ‘*conversation driven*’ approach to language teaching nor were conscious of the focus on ‘*emergent language*’. Furthermore, those five teachers that suggested they were aware of Dogme ELT, indicated that they did not consciously follow Dogme ELT, with one teacher

suggesting that a coursebook driven approach was encouraged for their General English classes and this constrained their opportunity to implement Dogme ELT.

Student Respondents

With two participating schools, surveys were distributed among a random sample of 15 students with the permission of the Director of Studies. School A had 6 student responses (6 female) and School B had 9 responses (6 male, 3 female). Initially, all three schools were requested to provide at least five student surveys. However, School C agreed to distribute and return teacher surveys and decided not to distribute surveys among students. This decision was respected. As with the teacher surveys, the student surveys consisted of two sections: the first section was to learn more about the student (Questions 1 to 4) and the second section was related to the students' perception with the underlying principles of Dogme ELT (Questions 5 to 18).

Student Surveys – Section 1

The majority of the students, that completed the survey, had been studying between 10 to 15 years, with two students having studied for more than 15 years. As most student respondents have many years of English learning, they may have more valuable or fossilised opinions of the teaching of English as a foreign language (see Figure 13 below).

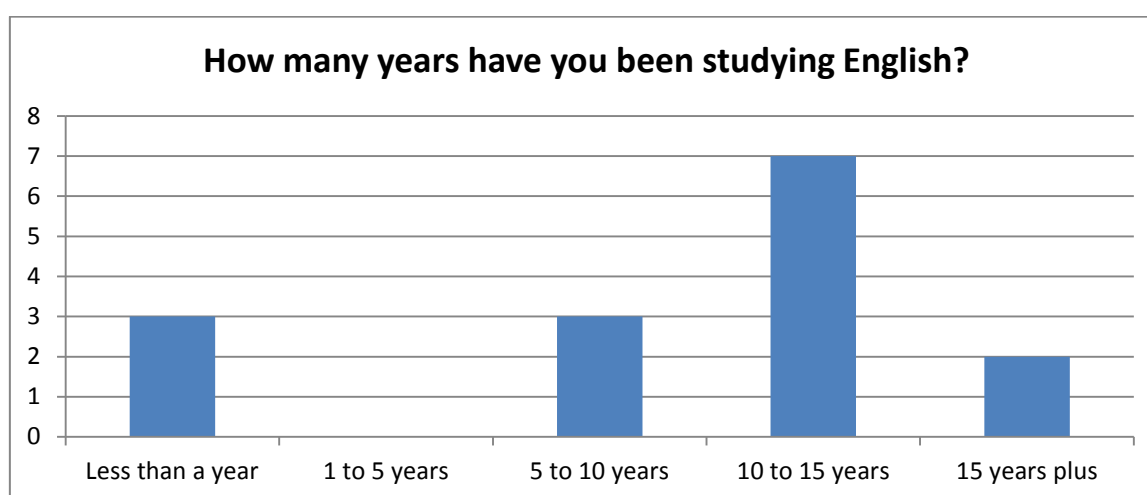


Figure 13: Years of English Language Study (Question 1)

Question 2 was seeking whether student respondents had taken any English related examinations. From the answers provided, students had taken various Cambridge ESOL examinations (FCE, PET, CAE, etc.) with other respondents suggesting that they had taken examinations such as IELTS or TOEIC.

The following question (Question 3) was to find a reason students were studying and learning English in the UK. Ten students indicated that learning English was essential for getting a job in their home country. Three students highlighted that they wanted to improve their English, while two students suggested that they were learning English as they had plans to attend a college. As can be illustrated above, the majority of students were studying English due to future employment prospects. Some statements provided by students included the following:

“English is very useful for finding a job in my country” – Korean Intermediate

“I love travelling and knowing English is fundamental for this” – Italian Advanced

“I want to attend the College in 2 month time” – Gambian Intermediate

Question 4 was trying to elicit the students’ opinion on the responsibility of the teacher within the classroom. Some words used by student respondents describe the responsibility as someone who *“would be friendly, patient, talkative”* while other students suggested the teacher should try to *“combine learn [sic] and fun”*. However, it is assumed that these students are suggesting roles to encourage motivation. For example, the *“teacher must motivate the class to learn, speak and participate”*. Interestingly, one student suggested that the responsibility of the teacher *“is to be motivated in class”*. Nonetheless, there is a consensus, among participating students, that teachers should *“make students speak as much as possible”*.

Student Surveys – Section 2

The objective of Section 2, of the student’s survey, was to link the three key principles of Dogme ELT with the students’ experiences and opinions. Question 7 to 12 is related to materials and coursebooks. Question 13 to 15 is related to ‘emergent language’ and the

‘conversation driven’ process of English teaching. Finally, Question 16 to 18 is related to all tenets of Dogme ELT. Question 6 was seeking further information from participating students about previous language learning experience.

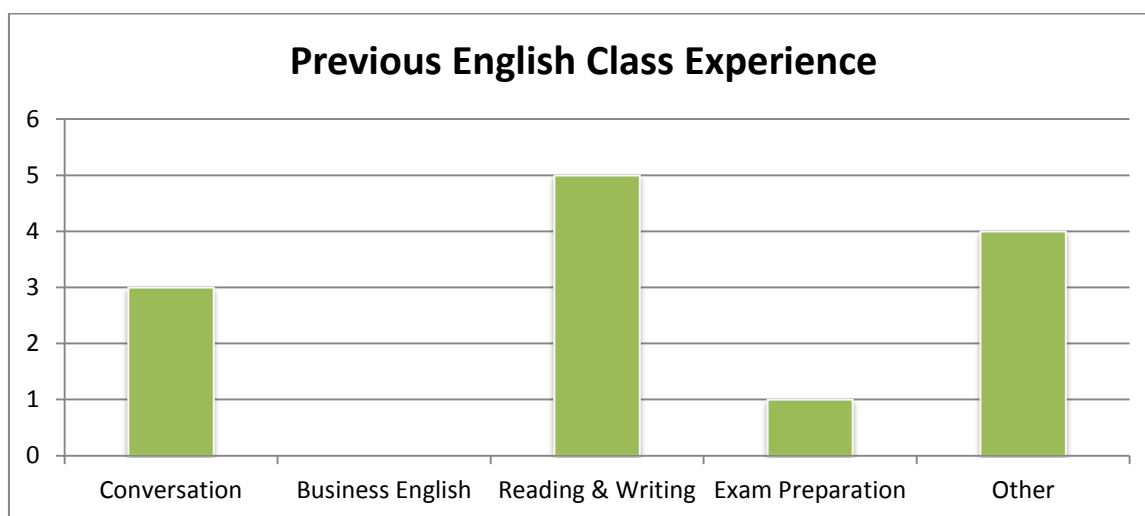


Figure 14: Students' Previous Class Experience (Question 6)

Two students did not provide any answers for Question 6 but this might be due to the three students that have less than one year's experience of formally learning English in a language school. Interestingly, most participating students indicated that they had previous formal teaching experience with learning reading and writing skills. Two students indicated that they only had General English experience. Further information is provided in Figure 14 above.

Question 7 focused more on the ‘*materials light*’ tenet of Dogme ELT and was seeking to establish which lessons students might enjoy without the use of materials. Students were provided the opportunity to tick more than one possible list answer from those provided from the question. As illustrated with Figure 15 below, students suggested that they would prefer to have a ‘*materials light*’ focus when the emphasis in class is related to Listening (27%) as well as Speaking (25%). One possible list answer provided within Question 7 also provided participating students the opportunity to mark ‘Reading’ as an answer. However, none of the participants marked ‘Reading’ as a ‘*materials light*’ based activity which they would necessarily find enjoyable. Nonetheless, there is an indication of less enjoyment with a ‘*materials light*’ focus with skills such as grammar, vocabulary, or writing. One student answered ‘Other’ and the participant suggested that the focus could incorporate ‘*Conversation*’ when material is not included within the lesson. Therefore, it would appear

that students would prefer structured lessons when the focus of lessons is related to grammar, vocabulary or reading.

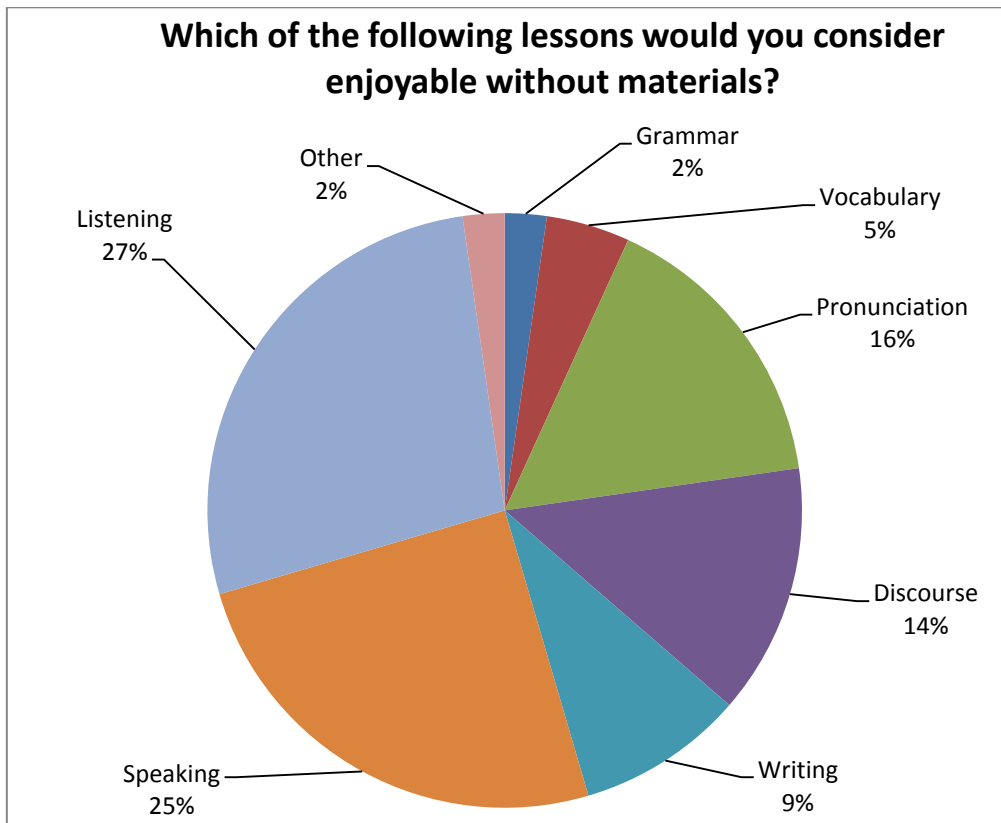


Figure 15: Popular 'Materials light' Lessons (Question 7)

The following question, Question 8, was attempting to uncover if students had ever been in a class with a teacher that had not used materials, hand-outs or worksheets.

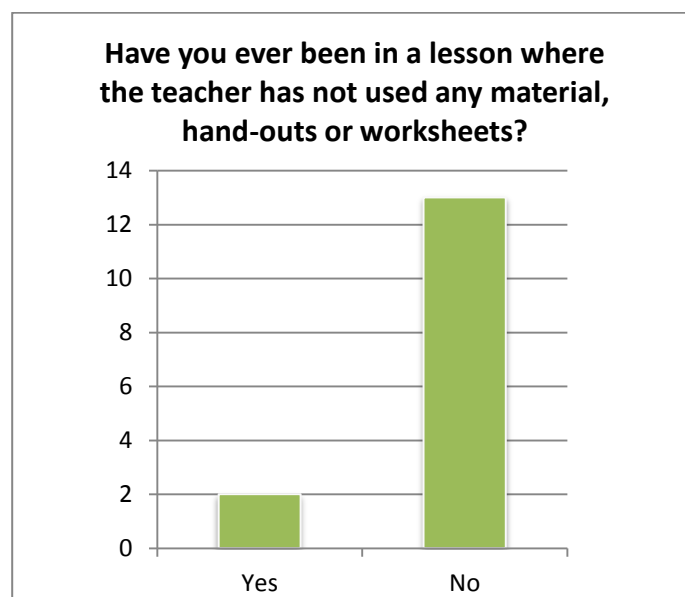


Figure 16: Attendance of 'Materials light' Lessons (Question 8)

The majority of the students (13 students) indicated that they had no previous experience of a lesson without the use of material, hand-outs or worksheets, while 2 students indicated that they had previously attended a lesson with a teacher that had used no materials, hand-outs or worksheets (see Figure 16 above). This survey demonstrated that the majority of teachers incorporated some form of materials, hand-outs or worksheets within most General English classes and that the participating students expected some form of materials to be present in lessons.

Within Question 9, the student survey was assessing reasons why participants may prefer lessons without coursebooks, materials or hand-outs. There were six open listed answers for students to answer. Students were able to mark more than one answer and, as such, further information about this question is detailed below:

- It allows me to speak freely in class. (**4 Students**)
- I enjoy the unpredictability of a lesson without any materials or coursebooks. (**2 Students**)
- It offers variety or surprise during the lesson. (**7 Students**)
- The lesson is more personal between the teacher and other students. (**4 Students**)
- Materials and coursebooks are not the same as real language. (**5 Students**)
- Other (**0 Students**)

Most students indicated that one possible reason for less focus on material could be related to ‘*variety*’ or ‘*surprise*’ during a lesson. It is interesting to note that a third of the students (**5 students**) regarded language within materials and coursebooks with some level of artificiality. However, the opportunity with a focus on communication and conversation might suggest possible reasons that students may enjoy a lesson without coursebooks, materials or worksheets (**4 students each**). This further supports the assertion that conversation (speaking and listening: Student Survey - Question 7) could be considered appropriate for a ‘*materials light*’ focus within the classroom.

Question 10 was an open question requesting students to describe their feelings and opinions of a ‘*materials light*’ focus when studying English in class. For example, some students indicated approval of a ‘*materials light*’ focus when studying in class:

“Fine. Speaking is one of my favourite parts and you don’t need any material to do this.” – Spanish Intermediate

“It’s good for speaking freely in the class and it offers variety but it has to have guidelines for the class.” – Japanese Intermediate

It is speculated that these classroom ‘guidelines’, suggested by the Japanese participant, might be related to the regularity of a ‘materials light’ focus within the classroom as another student suggested:

“It is OK just for one or two time a week, but not more.” – Italian Advanced

However, some concerns were raised by other participants:

“Is strange because in all the classes that I have been the teacher always give papers and materials to exercise and practice in the class and outside the class.” – Italian Upper Intermediate

In relation to previous questions related to ‘materials light’, there was an overall majority of students that were positive about the incorporation of fewer materials within class and greater emphasis on ‘speaking freely’.

The following question, Question 11, focused more on the frequency that a coursebook is used in class. As can be illustrated with Figure 17 below, the majority of student respondents suggested that they always study English with the use of a coursebook in class.

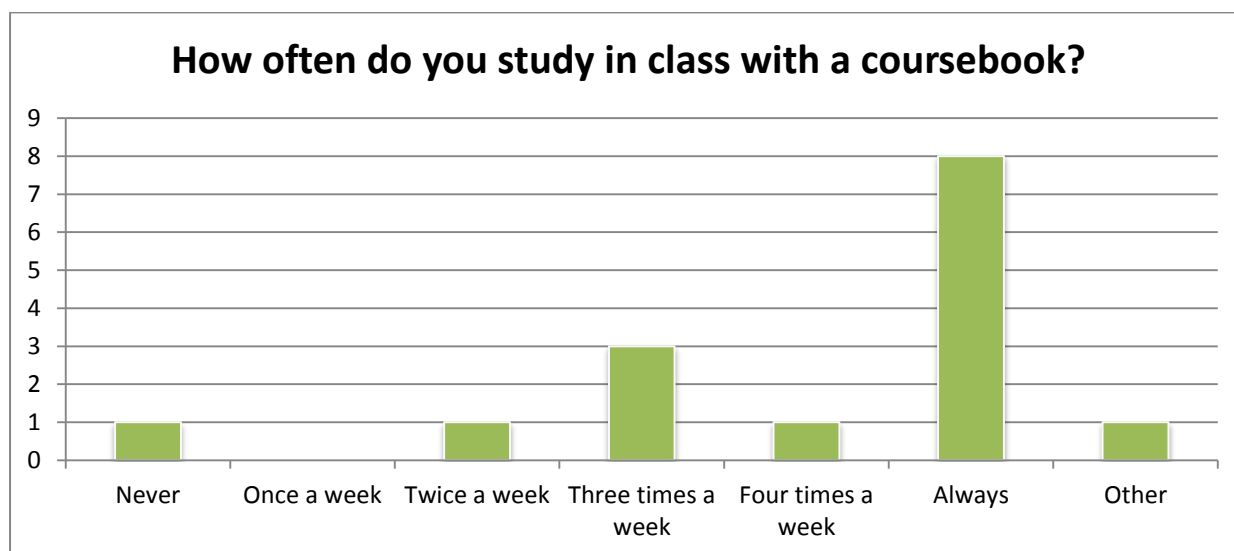


Figure 17: Frequency of Coursebook Use (Question 11)

It is an interesting illustration which suggests that coursebooks may be overused and over relied upon in the language classroom by teachers as well as by learners. Additionally, Question 12 was eliciting whether students regarded coursebooks as useful in class.

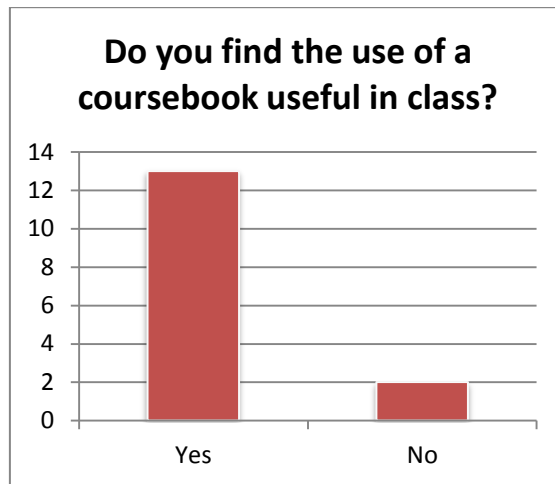


Figure 18: Usefulness of Coursebooks (Question 12)

As shown with Figure 18 above, two participants indicated that the use of a coursebook within the class was not useful, while one student participant indicating that they had never used a coursebook during class. However, the remaining participants indicated that they considered that the coursebook was useful. Some benefits of coursebooks, as previously highlighted within the Literature Review, include providing students a structured syllabus, a perception of progress and offer an opportunity for students to review progress and previous lessons (Harmer 2007 p.181).

Questions 13 to 15, were seeking students' opinions on speaking, communication and the participation of classroom talk. Question 13, with the use of list answers, sought how often learners would be taught speaking skills. As is illustrated with Figure 19 below, the majority of student participants (12 students), suggested that they always learn speaking skills in class.

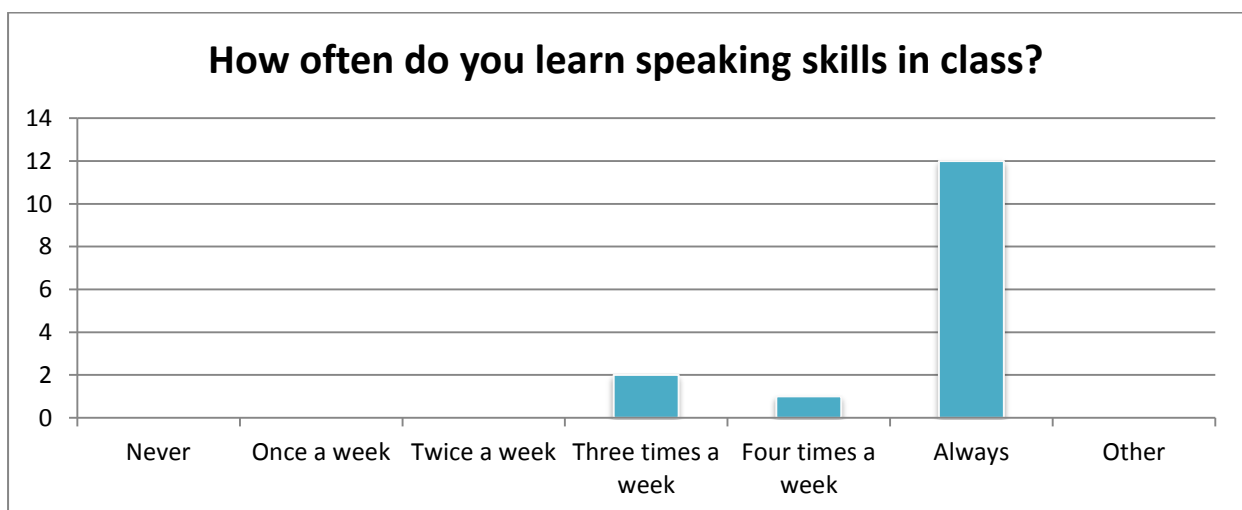


Figure 19: Frequency of the Learning of Speaking Skills (Question 13)

The following data suggests that most classes include some form of communicative activity. When compared to Question 16 with the teacher’s survey, “**How often do you teach speaking skills?**” (Figure 10 on page 28), there appears to be some consistency between the frequency of teaching and learning in relation to speaking skills within the classroom, which also supports the assertion that there is a focus on ‘*communicative competence*’ within the majority of current English language lessons. Nevertheless, Question 14 of the survey was seeking the students’ opinions of spoken errors during communication. One student highlighted the following:

“Speaking is very important and is good for practice. But if I talk with somebody I don’t have enough time for think that I want to say.” – Colombian Intermediate

This sentiment is also related to Thornbury’s (2005 p.92) assertion that the correction and intervention on ‘*fluency*’ based errors should be lowered and is generally considered to be effective, while the flow of conversation is not endangered. For example, if students focus on meaning, such as fluency and conversation, students will have less opportunity to focus on form and accuracy. Another student summarised this point with the following answer:

“Errors are common when you’re learning to do something.” – Spanish Intermediate

The final question, related to conversation and speaking, Question 15 was seeking student opinion whether teachers should participate in classroom talk.



Figure 20: Teacher’s Participation of Classroom Talk (Question 15)

All students surveyed suggested that they considered that it was important for the teacher to participate in classroom talk. Interestingly, when compared to the teacher's survey (please refer to Figure 11, Question 18), the majority of participating teachers suggested that they also considered it important to participate during classroom talk.

Question 16, of the student survey, focused primarily on learner-based teaching as well as other humanistic forms of English teaching, which is related to the Teacher's Survey (please refer to Question 19 of the Teacher's Survey). Participating students were offered the opportunity to mark more than one answer from a group of list answers, with the question focused on whether students do any of the following in class:

- Choose materials for class. (**1 Student**)
- Create your own material for other classes. (**0 Students**)
- Ask for help with grammar and vocabulary. (**12 Students**)
- Use your own language in class. (**0 Students**)
- Other. (**2 Students**)

When these results are compared with the survey results from participating teachers, there are some similarities that teachers respond to learner enquiry on grammar and vocabulary. Interestingly, the two learners that marked "Other" also provided further information. There is some expectation from these two Spanish language learners that the teacher should provide the materials for learners and there is less emphasis on learner-based teaching:

"The teacher give me the materials." – Spanish Upper Intermediate

"The teacher give me the material." – Spanish Pre-Intermediate

Nevertheless, the following question is related to the point that these two participating students raised. Question 17 requests respondents to highlight whether they expect teachers to teach with materials (see Figure 21 below). The majority of students expected some form of materials to be incorporated within the lesson. However, there was one student that did not expect materials to be included within lessons. The student that expected fewer materials to be included in possible lessons was a Pre-Intermediate Spanish student who had been studying English for less than 1 year. Furthermore, the student stated that she did not find coursebooks useful within lessons (Question 12) and, in relation to studying without materials, stated:

“I don’t have any problem if I learn.” – Spanish Pre-Intermediate

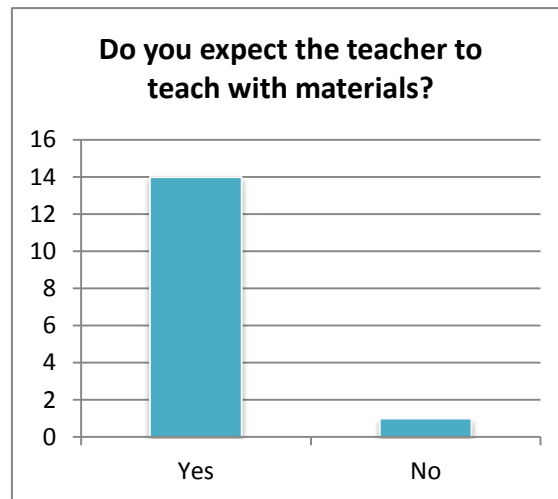


Figure 21: Expectation of Materials in Class (Question 17)

The final open question of the student’s survey, Question 18, was seeking student opinion of teachers if hand-outs, materials or coursebooks were not included within lessons. The Spanish Pre-Intermediate student, who indicated that they would not expect a teacher to incorporate materials within lessons, stated:

“A teacher who use a coursebooks follows a book’s units, perhaps who doesn’t use a book can teach that the students need every moment.” –

Spanish Pre-Intermediate

Strangely, this statement is related to Dogme ELT, whereby teachers respond to students and learning opportunities in the classroom: “Learning is a social and dialogic process, where knowledge is co-constructed rather than ‘transmitted’ or ‘imported’ from teacher/coursebook to learner” (Meddings & Thornbury 2009 p.8). However, there were some mixed feelings from other participating students with the expectation for materials in lessons. For example, one Intermediate student mentioned:

“If my teacher doesn’t bring hand-outs, I think that teacher is lazy” –

Korean Intermediate

However, one student suggested that:

“It’s better a good teacher than good material” – Spanish Advanced

Although there was some expectation for materials to be included within lessons, the general feeling among student respondents places greater dependency upon the teacher:

“I think the teachers should prepare the class anticipate, with different materials, but the students just want to learn so all depends on the teacher.”

– Columbian Intermediate

Teacher Interviews

After student and teacher surveys were returned, two interviews were arranged with a teacher at School A and another teacher at School B. The teacher from School A (henceforth Teacher A), had been teaching English for over 15 years and had a Bachelor’s teaching related qualification. However, the teacher from School B (henceforth Teacher B), had been teaching between 10 to 15 years in total and possessed a Certificate as their highest teaching related qualification. Both respondents indicated that they had no knowledge of Dogme ELT.

Anyhow, the first interview question was seeking participating teachers to describe the general method or approach that they pursued for teaching General English courses with adult learners. Teacher A stated that “it’s hard to say what method I use actually” but expanded their answer by stating that it incorporated a variety of techniques, such as “a lot of drills”, “a lot of grammar” and “exercises”, perhaps with some form of emphasis with materials. Overall, Teacher A was unaware of various teaching methods and approaches. However, Teacher B was more specific suggesting various methods and approaches that is incorporated in lessons. For example, Teacher B expressed some interest in the ‘communicative approach’ to language learning but also stated “I’m not a lecturer and I’m not a game-player either” but preferred to “let the students lead ... the class”. Nevertheless, Teacher B noted that he would incorporate “a mixture of approaches”.

Question 2 sought possible student expectations of a teacher whilst in class. Teacher A noted that students might prefer “discipline” and establishing a lesson that enables students to “learn quickly or well”. Teacher B noted that student expectation was really related to culture and was dependent upon age as well as nationality. Furthermore, Teacher B stated that “if a discussion arises in the classroom I never squash it”. For example, Meddings & Thornbury (2009) noted that “language emerges out of interpersonal classroom activity” (p.18). This indicates that Teacher B was incorporating a focus on students’ ‘*emergent language*’ within lessons.

The following question, Question 3, requested teachers to describe how they teach speaking skills in class. Teacher A suggested various activities which included ‘*role-plays*’, ‘*presentations*’ or conversational topics to prompt student speaking in class. Teacher B described about using examples to improve student awareness of speaking skills. For example, Teacher B suggested, with the use of a heart attack scenario, possible learner awareness raising activities: “Right, this is what I want you to say: Teacher, School B, heart attack, ambulance immediately”. Teacher B also suggested to students that they keep communication simple and the ‘*prime consideration*’ is to “get your message across, be understood and understand”.

Interview Question 4 was eliciting personal opinions of coursebooks, such as their advantages and disadvantages. Teacher A noted that one advantage of coursebooks is that the curriculum is ‘*structured*’. This point is also expanded by Teacher B, whereby coursebooks are suited “particularly for teachers with not much experience” as it provides “some structure” or ideas for possible lessons. However, Teacher A mentioned that he used his own material and he tries to “avoid coursebooks very often” while Teacher B suggested that the success of a coursebook was dependent upon on the workbook, student’s book, teacher’s book, etc. Additionally, Teacher B mentioned:

“If I come across something in a coursebook that I think is badly designed or that my class won’t respond to, I’ll say “Okay, we’re gonna leave that. It’s not very helpful for reasons a, b or c””

It is interesting to note that Teacher B is willing to respond, adapt or change planned lessons ad hoc if the coursebook is considered unsuitable for learners. Finally, Teacher A mentioned that he doesn’t “do coursebooks” during lessons which correspond with the survey which he returned.

Nevertheless, the fifth interview question was seeking teachers to describe a possible difference between ‘*conversation*’ and ‘*communication*’. Teacher A suggested that communication is related to “getting a message across”. This is related to the example that Teacher B provided in Question 3, with the heart attack scenario and ensuring communication is simple and understood. Nevertheless, Teacher B suggested that the distinction between ‘*conversation*’ and ‘*communication*’ is controversial with a suggestion that “communication is transactional and conversation is a bit looser”. During the process of

research, greater awareness emerged between the differences of ‘*conversation*’ and ‘*communication*’. There is an emergence from the interviews that ‘*communication*’ is transactional and there is a focus on accuracy and form, while ‘*conversation*’ is interactional and focuses on fluency and meaning. From the Literature Review, there has not been any noticeable distinction between ‘*conversation*’ and ‘*communication*’ and hopefully this awareness provides greater understanding with a ‘*conversation driven*’ focus with Dogme ELT.

Question 6 was seeking possible reasons why students may or may not prefer a lesson with the use of materials. Teacher A believed that “students like to have something in their hands” during the end of lessons and that he tried to provide “homework ... at the end of every lesson”. Furthermore, Teacher A insisted “I don’t like lessons without photocopies” and that materials, in one way or another, provides “some sort of structure”. However, Teacher B supported less emphasis or reliance upon materials and he believed that “there’s always a lot of mileage in letting conversation or language points develop in their own way”. Teacher B also elaborated that experience provides the teacher the opportunity “knowing when and how to lean on the coursebook and when and how to kind of put it aside”. Question 6 obviously highlights varying opinions with materials, coursebooks in this case, within the classroom. For example, Teacher A preferred a ‘*prescriptive*’ approach, with some form of structure, to language teaching, whilst Teacher B preferred a ‘*descriptive*’ approach, with the development of emergent language, with language teaching within the classroom.

The following interview question, Question 7, was seeking how teachers would develop ‘*emergent language*’ within the classroom. Teacher A and Teacher B stated that they enjoyed language that emerged within the classroom, with Teacher B stating “unexpected and unpredicted language is what I thrive on” while Teacher A highlighted that “I like to be able to break away from what I’m actually doing”. There is some degree of “*flexibility*” with participating teachers supporting ‘*emergent language*’ within the class. Both teachers tried to support conversation or language that has emerged during the lesson, with Teacher A suggesting “I go off and explore whatever they’ve sort of suggested”.

The final interview question, Question 8, was eliciting, from the participating teachers, possible opinions and views with the principles of Dogme ELT: ‘*materials light*’, ‘*conversation driven*’ and ‘*emergent language*’. In relation to the principle of ‘*materials light*’, Teacher B stated that he would “be quite happy to go into a classroom without

materials” but it would be ‘*challenging*’ but not ‘*terrifying*’. Furthermore, Teacher B noted that for the ‘*inexperienced teacher*’ materials provide some form of structure. Additionally, Teacher A suggested that he supported the reduction of coursebooks in class but was reliant on ‘*photocopies*’. However, he also pointed out that students should receive some homework “so it can’t be too light”. The following Dogme ELT principle, ‘*conversation driven*’, was supported by Teacher A and Teacher B. Teacher A also suggested that the class focused on conversation during the “last part of the lesson” with the first part focusing on “vocabulary, looking at grammar structures, things we did the night before”. Although a ‘*conversation driven*’ principle is supported by Teacher A, it appears that the focus of his lessons is related to the structured introduction of ‘grammar’ and ‘vocabulary’. The final principle of Dogme ELT was a focus on ‘*emergent language*’. Teacher A generally supported the focus on ‘emergent language’ whereby he would “encourage them [the students] to ask questions” or focus on language the same or following day. Teacher B stated that he “embraced emergent language” as it can offer opportunities whereby it “can demystify aspects of language for other students”. Furthermore, Teacher B suggested that ‘emergent language’ should be ‘embraced’ as it is “part of the [student’s] learning experience”.

Conclusions & Recommendations

The following chapter presents a review of Dogme ELT, a summary and conclusion of the results in relation to the extent that teachers are currently incorporating Dogme ELT within their classes as well as teacher and student attitudes of the three principles of Dogme ELT. Finally, the implications of Dogme ELT will be considered including possible recommendations for English language teachers.

Review of Dogme ELT

Dogme ELT appears to incorporate selective methods, approaches and techniques such as CLT, TBL or Learner-Based Teaching with the emphasis on interaction and communication. Meddings & Thornbury (2009) suggest that Dogme ELT “have antecedents in other educational traditions” (p.21) which supports the assertion that Dogme ELT incorporates the ‘*best bits*’ of other traditional methods, approaches and techniques and is regarded as ‘Eclectic Teaching’. In this sense, Dogme ELT is related to the ‘*postmethod condition*’ whereby it “frees teachers to see their classrooms and students for what they are” (Canagarajah 2006 p.20) with Meddings & Thornbury (2009) proposing “an alternative to transmission-type, teacher-led teaching” (p.21). Naturally, the three tenets of Dogme ELT are complementary whereby a ‘*conversation driven*’ lesson could develop and assist ‘*emergent language*’ and the emphasis of a ‘*materials light*’ classroom may provide teachers and learners the opportunity to focus more on responsive and emergent conversation. Essentially, Dogme ELT is “both a way of teaching and an overt attitude to teaching” (Hall 2011 p.40). However, Dogme ELT is not considered innovative or regarded as a new ‘*attitude to teaching*’. During the Literature Research, “Teaching Unplugged” is closely related to a book published “Interaction in the Language Curriculum: Awareness, Autonomy & Authenticity” by Leo van Lier (1996) whereby the AAA (Awareness, Autonomy & Authenticity) curriculum “allow language education to unfold in a regulated yet creative manner” (p.5). Van Lier (1996) encourages teachers to adopt less emphasis on pre-manufactured material and coursebooks and respond to and scaffold learning based upon the learners within the classroom (p.181-183). Essentially, Meddings & Thornbury (2009) have developed van Lier’s (1996) assertion of an AAA curriculum with the development of “Teaching Unplugged” and various ideas for lessons. When comparing both books by

Meddings & Thornbury (2009) with van Lier (1996), they appear very similar and initially it appears that “Teaching Unplugged” has been written in an ‘easy to digest’ format for English language teachers to complement the book published by van Lier (1996).



Figure 22: Scott Thornbury's Reply on Twitter (Thornbury 2011)

When approaching Scott Thornbury via Twitter (www.twitter.com), he suggested that “van Lier’s book was an important influence” (Thornbury 2011) in the development of Dogme ELT. Nonetheless, it is beyond the scope of this study to expand on “Teaching Unplugged” (2009) reinventing van Lier’s (1996) suggestion for an AAA curriculum, as this study has focused solely on the three underlying principles of Dogme ELT. However, it appears from the Literature Review and the similarity with the book published by van Lier (1996) that Dogme ELT has reinvented the ‘*pedagogical wheel*’. Essentially, it is regarded that Dogme ELT “is a moveable feast: difficult to pin down, endlessly adaptive” (Thornbury & Meddings 2003 p.18).

Dogme ELT: Materials light

The results from Question 12, from the teachers’ survey, illustrate that the majority of teachers rely on coursebooks during the week, while Question 9 suggested that almost half of the participants had taught a lesson without materials, hand-outs or worksheets at one time or another. Interestingly, only two students suggested that they only had been in a class where the teacher had not used materials, hand-outs or worksheets (Student Survey: Question 8). Yet, there were mixed opinions among teachers, as well as students, with a ‘*materials light*’ focus within the classroom. Nonetheless, during the two teacher interviews, Question 4 was eliciting possible opinions of coursebooks. Teacher A suggested that he “*doesn’t do*

coursebooks” whilst Teacher B proposed that he would respond to learners and not use material if it was considered unsuitable. Additionally, Teacher B indicated that students “prefer not to stick to a coursebook day in and day out”, which suggests that this particular teacher prefers to focus on the learners within the classroom rather than structure a lesson based upon a coursebook. Again, this highlights that the principle of a ‘*materials light*’ classroom has mixed opinions and from those teachers who were unaware of Dogme ELT, only three teachers had experience of incorporating a ‘*materials light*’ principle within the classroom. This highlights that a small minority of teachers who are unaware of Dogme ELT, have experience of incorporating a ‘*materials light*’ approach within their classroom.

Materials light: Student & Teacher Attitudes

During the teacher interviews, participants noted that there should be some compromise for as little amount of materials “*as and when necessary*” (Teacher B). Teacher A noted that he would ‘approve’ of no coursebooks but also highlighted that he would like to provide material, in the form of homework, at the end of the lesson. Thus, a balance has to be struck between the reliance on materials (coursebooks, photocopies, etc.) and with the focus on the learners. Additionally, students indicated particular lessons which would be considered ‘*enjoyable*’ if material, hand-outs or worksheets were unavailable (Student Survey: Question 7, please see Figure 7). These included lessons which incorporated a focus on listening, speaking or pronunciation: skills which complement a ‘*conversation driven*’ principle of Dogme ELT. Finally, there were mixed opinions from participating students in relation to teachers that did not incorporate materials within lessons.

Dogme ELT: Conversation Driven

In respect to the surveys and interviews, almost all teachers suggested they would focus on speaking almost all of the time (Teacher Survey: Question 16) through the use of the ‘*communicative approach*’ of language teaching, as indicated by Teacher B during the interview (Interview Question 1). Additionally, Question 13 of the Students’ Survey also indicated that learners were taught speaking skills mostly on a daily basis. However, it must be mentioned that the Teacher Interviews noted a key distinction between ‘*communication*’ and ‘*conversation*’ (Question 5) and to improve learner fluency, a greater emphasis should be

on ‘*conversation*’ rather than ‘*communication*’. Teacher A, during the interview, suggested that he employs various techniques to promote speaking within the classroom, such as role-plays, speaking topics, or presentations. Interestingly, speaking topics could develop into ‘*conversation*’ for students. However, Teacher B noted that he attempts to distinguish the difference between ‘fluency’ and ‘accuracy’ so that students become more aware of conversational tactics. Finally, all students considered that a teacher should participate in classroom talk (Student Survey: Question 15). Finally, as expected from the hypothesis, some teachers that are unaware of Dogme ELT, are unknowingly incorporating a ‘*conversation driven*’ approach to teaching.

Conversation Driven: Student & Teacher Attitudes

Teacher B (from the Teacher Interview) indicated that he is in “*favour of conversation driven language teaching*” and that he would not stop a conversation in mid-flow. Teacher A suggested that he does focus on conversation during the end of the lesson yet focuses formally on grammar and vocabulary in the first half of the lesson. Four student participants from the survey noted that a ‘*materials light*’ approach to language learning would offer possible opportunities to participate in speaking. In essence, these four language learners indicated that they prefer a ‘*conversation driven*’ lesson as it assists “*speaking freely in class*” (Japanese Student – Intermediate). However, there are mixed opinions of a conversation approach with participating students and teachers.

Dogme ELT: Emergent Language

Question 17, from the teacher’s survey, was seeking how teachers would respond to learner focused language that had emerged and the teachers’ opinions on error correction. Teachers indicated that they would correct language which had emerged from learners by the use of delayed error correction. Furthermore, the results of Question 16, from the student’s survey, highlighted that the majority of learners would request assistance from teachers with grammar and vocabulary. This supports the assertion that teachers are responding to learner enquiry, as well as language which has emerged within the classroom, with emphasis with grammar and vocabulary. During the teacher interviews, both participants suggested that they both respond to unpredicted or unexpected language that has emerged from the learners

within the classroom. Again, this confirms the claim that teachers are unknowingly responding to and supporting ‘*emergent language*’ as and when it arises in the classroom.

Emergent Language: Student & Teacher Attitudes

During the teacher interviews, both teachers indicated a preference towards ‘*emergent language*’: “*I like to be able to break away from what I’m actually doing*” (Teacher A), “*I would say without exception I will deal with it there and then as it comes up*” (Teacher B). Some teachers noted that they would respond to ‘*emergent language*’ and learner errors through the use of immediate or delayed error correction techniques. Furthermore, teachers highlighted in the survey that they would only provide immediate correction with ‘*emergent language*’ unless the fluency based exercise would be disrupted. Another teacher suggested that it would depend “*on the stage of the lesson and if it is an impeding error*”. Student opinions with ‘*emergent language*’ expected teachers correct possible errors that had emerged, while one student sought correction from the teacher or fellow classmates (Ukraine Intermediate Student). Nevertheless, the overall opinion of ‘*emergent language*’ among teachers as well as students was considered to be vital to improve language knowledge and awareness. Overall, “benefits of emergent pedagogy may be less tangible or occur in dimensions typically not measured by evaluation” (Dalke et al 2007 p.121).

Applications & Implications for English Language Teaching

Dogme ELT, as highlighted within the Literature Review, is considered to be the incorporation of various methods, approaches and techniques such as TBL, CLT or the Learner-based curriculum. As Dogme ELT employs various EFL methods, approaches and techniques, teachers who might be unaware of teaching unplugged are, as confirmed by primary research, unknowingly incorporate aspects of Dogme ELT. Nevertheless, teacher participants suggested that a balance between Dogme ELT (also a form of Eclectic Teaching) with more traditional, yet structured, forms of teaching. For example, there is a constant struggle between satisfying student demand with material (as highlighted within the Student Surveys) and respecting student-to-student conversation. Thus, Dogme ELT could be considered suitable depending upon the situation in the classroom and that teachers should offer learners the opportunity for a Balanced Approach (please see Figure 23 below). A

Balanced Approach to teaching would offer EFL teachers the best of both worlds: the prospect of structured lessons or the opportunity to incorporate more exploratory or experimental teaching techniques, dependent upon classroom expectations. For example, some students and teachers that participated in the survey indicated mixed opinions: that they preferred structured lessons or less structured lessons. However, if an unexpected or unpredicted event arose in the classroom, the teacher could take advantage of possible learning opportunities such as ‘*emergent language*’ or a conversation that has arisen from the learners. Conversely, if exploratory teaching and learning is unsuccessful, the teacher could ‘*guide*’ the class towards more structured and pre-planned activities. Essentially, a Balanced Approach to teaching would respond to the learners within the classroom and offer Eclectic Teaching, more Structured Teaching or a combination of both techniques.

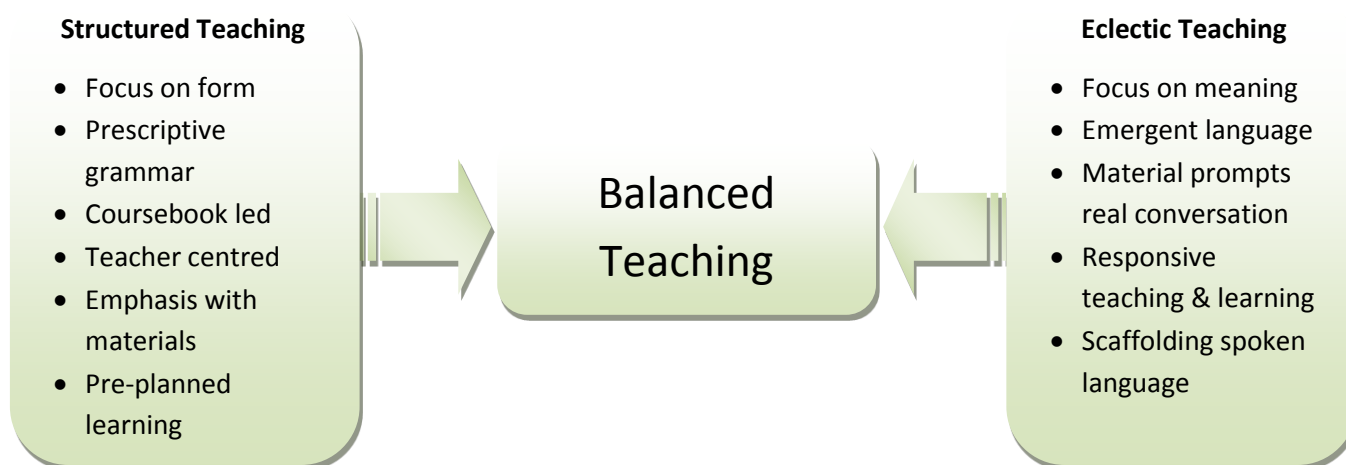


Figure 23: Suggestion of Incorporating a Balanced Approach

Limitations of the Study

As the research progressed during the summer various issues were raised that limited the initial ambition of the project. First and foremost, the primary limitation was related to the lack of time and it is “the most frequently reported problem from researchers” (Nunan 1992 p.219). Secondly, Dogme ELT incorporates a range of selected methods, approaches and techniques which provides various opportunities to review individually but the time constraints and limitation of the research reduces the depth of literature review. A second limitation of the research includes the lack of classroom based observations for data collection. Although the research collection involved surveying teachers and students as well

as interviewing two participating teachers, classroom based observations would have complemented the research. However, due to the primary limitation of time, observations were found to be unsuitable during this initial study and a possible future study could involve classroom observations or other forms of data collection. The third limitation with the study was related to the period while the research was undertaken and limited access to participants. Various schools were approached to participate with the research but some schools noted that they were too busy to participate, due to commitments related with the summer season of EFL in the UK. This eventually reduced the number of schools that agreed to participate with the research. However, the three schools that participated with the research were considered to be appropriate for this initial and small scale research project. The final limitation was related to a lack of previous research on the subject of Dogme ELT. Although Dogme ELT was first introduced by Meddings & Thornbury (2009) with their book, “Teaching Unplugged”, very little research had previously been conducted. Due to the lack of previous secondary research of Dogme ELT, the literature review required greater analysis of the various techniques, methods or approaches of second language learning in order to ensure that the alignment between Dogme ELT theory, practice and research was appropriate. Consequently, nearer towards the end of the research project, I became aware of a book published by Leo van Lier (1996) which proposed an AAA curriculum, with an emphasis on student focused lessons and holds close similarity to the three proponents of “Teaching Unplugged” (2009). However, due to the primary time constraints, it would have been unsuitable to research further into the similarities with both books and it is recommended that future research focus on the comparisons between “Teaching Unplugged” (2009) and “Interaction in the Language Curriculum: Awareness, Autonomy & Authenticity” (1996) in order to establish if Meddings & Thornbury (2009) are reiterating previously published methods, approaches and techniques, which was considered an ‘*important influence*’ by Thornbury (2011). Finally, due to the limitation of this research, future research could include the study of particular nationalities or ages in comparison to Dogme ELT and whether specific nationalities or ages prefer a predefined technique to language teaching.

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Appendices

Pilot Study - Teacher Survey

Survey on Methods & Approaches to Teaching EFL

Please complete this survey if you are currently teaching a General English Pre-Intermediate (or above) class. The completion of this survey is entirely voluntary and any information provided will remain anonymous.

Section 1: About Yourself

NAME:

EMAIL:

AGE:

SCHOOL:

1. How many years have you been teaching EFL? (Tick ONE)

Less than 1 year

10 to 15 years

1 to 5 years

15 years plus

5 to 10 years

2. What highest teaching qualification do you currently possess? (Tick ONE)

Certificate

Doctorate

Diploma

Other (please specify)

Bachelor's

Master's

3. Have you experience teaching English in a foreign country? (Tick ONE)

Yes

No

4. How would you describe your work as an English language teacher? (Tick ONE)

I teach English full-time

I teach English part-time

5. How would you describe the role of an English language teacher whilst in class?

Section 2: Current Class & Teaching Techniques

6. How many classes do you teach per week?

7. What other classes have you taught before?

- | | |
|--|---|
| <input type="checkbox"/> Young Learners | <input type="checkbox"/> Exam Preparation |
| <input type="checkbox"/> Business English | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> English for Specific Purposes | |
| <input type="checkbox"/> English for Academic Purposes | |
-

8. Which of the following lessons would you consider teaching without materials:

- | | |
|--|---|
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Pronunciation | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Discourse | |
| <input type="checkbox"/> Speaking | |
| <input type="checkbox"/> Listening | |
-

9. Do you ever teach a lesson without any material, hand-outs or worksheets? (Tick ONE)

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

10. Which of the following reasons reflects why you sometimes do not use materials or a coursebook: (Tick ONE)

- It happens spontaneously in class
 - I do this to generate interest in the lesson
 - I do this mainly to encourage students to speak
 - To add variety or surprise for students during the lesson
 - Students could lead the lesson in an interesting way
 - Other (please specify)
-

11. How would/do you feel teaching without material, hand-outs or worksheets?

12. How often do you use a coursebook during a class? (Tick ONE)

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Always |
| <input type="checkbox"/> Twice a week | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Three times a week | |

13. Do you find the use of a coursebook restrictive in class?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

14. Describe how you would teach students a lesson without the aid of a coursebook, hand-outs or materials?

15. How would you encourage a classroom environment conducive for student speaking?

16. How often do you teach students speaking in your class?

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Always |
| <input type="checkbox"/> Twice a week | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Three times a week | |

17. How do you respond to learner errors?

18. Do you believe that it is important participating in classroom talk?

Yes

No

19. Do you in class: (Tick ONE)

Allow learners to choose what materials will be covered

Prepare lessons based upon the current needs of your learners

Provide learners the opportunity to create their own material for other learners

Respond to learners' requests for assistance with vocabulary and grammar

Encourage learners to incorporate their own native language and culture

Other (please specify)

20. Do you know what Dogme ELT is?

Yes

No

21. Please describe Dogme ELT in your own words?

22. Do you consciously follow Dogme ELT?

Yes

No

Pilot Study – Student Survey

Survey on English Learning

Please complete this survey if you are currently studying in a General English Pre-Intermediate (or above) class. The completion of this survey is entirely voluntary and any information provided will remain anonymous.

Section 1: About Yourself

NAME:

EMAIL:

AGE:

SCHOOL:

1. How many years have you been studying English? (Tick ONE)

Less than 1 year

10 to 15 years

1 to 5 years

15 years plus

5 to 10 years

2. What is the highest English examination you have taken? (Tick ONE)

Preliminary English Test

Certificate of Proficiency in English

First Certificate in English

Other (please specify)

Certificate in Advanced English

3. Why are you studying English?

4. How would you describe the role of an English language teacher whilst in class?

Section 2: Current Class & Learning Techniques

5. How many hours of classes do you have per week?

6. What other classes have you studied before? (Tick ONE)

- | | |
|--|---|
| <input type="checkbox"/> Conversation | <input type="checkbox"/> Exam Preparation |
| <input type="checkbox"/> Business English | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Reading & Writing | |
-

7. Which of the following lessons would you consider enjoyable without materials: (Tick ONE)

- | | |
|--|---|
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Pronunciation | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Discourse | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Reading | |
-

8. Have you ever been in a lesson where the teacher has not used any material, hand-outs or worksheets? (Tick ONE)

- Yes No

9. Which of the following reasons reflects why you sometimes like lessons which do not use materials or a coursebook: (Tick ONE)

- It provides me the chance to speak freely in class
 - I enjoy the unpredictability of a lesson without any materials or coursebooks
 - It offers variety or surprise during the lesson
 - The lesson is more personal between the teacher and other students
 - Materials and coursebooks are not the same as real language
 - Other (please specify)
-

10. How would/do you feel studying English without material, hand-outs or worksheets?

11. How often do you study in class with a coursebook? (Tick ONE)

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Always |
| <input type="checkbox"/> Twice a week | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Three times a week | |

12. Do you find the use of a coursebook useful in class?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

13. How often do you study speaking in your class? (Tick ONE)

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Always |
| <input type="checkbox"/> Twice a week | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Three times a week | |

14. What do you think about spoken errors that occur when you communicate in English?

15. Do you believe that it is important for the teacher to participate in classroom talk?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

16. Do you in class: (Tick ONE)

- Choose what materials will be covered
 - Create your own material for other learners
 - Ask for help with grammar and vocabulary
 - Use your own native language and culture
 - Other (please specify)
-

17. Do you expect the teacher to enter the classroom with materials?

- Yes No

18. Describe what you think of an English Teacher that prepares no hand-outs, materials or doesn't use coursebooks.

Final Teacher Survey

Survey on Methods & Approaches to Teaching EFL

Please complete this survey if you are currently teaching a General English Pre-Intermediate (or above) class. The completion of this survey is entirely voluntary and any information provided will remain anonymous.

Section 1: About Yourself

NAME:

EMAIL:

AGE:

SCHOOL:

1. How many years have you been teaching EFL? (Tick ONE)

Less than 1 year

10 to 15 years

1 to 5 years

15 years plus

5 to 10 years

2. What highest teaching related qualification do you currently possess? (Tick ONE)

Certificate

Doctorate

Diploma

Other (please specify)

Bachelor's

Master's

3. Have you experience teaching English in a foreign country? (Tick ONE)

Yes

No

4. How would you describe your work as an English language teacher? (Tick ONE)

I teach English full-time

I teach English part-time

5. How would you describe the role of an English language teacher whilst in class?

Section 2: Current Class & Teaching Techniques

6. How many classes do you teach per week?

7. What other classes have you taught before?

- | | |
|--|---|
| <input type="checkbox"/> Young Learners | <input type="checkbox"/> Exam Preparation |
| <input type="checkbox"/> Business English | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> English for Specific Purposes | |
| <input type="checkbox"/> English for Academic Purposes | |

8. Which of the following lessons would you consider teaching without materials?

- | | |
|--|---|
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Pronunciation | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Discourse | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Speaking | |

9. Do you ever teach a lesson without any material, hand-outs or worksheets? (Tick ONE)

- Yes No

10. Which of the following reasons reflects why you sometimes do not use materials or a coursebook?

- It happens spontaneously in class
- I do this to generate interest in the lesson
- I do this mainly to encourage students to speak
- To add variety or surprise for students during the lesson
- Students could lead the lesson in an interesting way
- Other (please specify)
-

11. How would/do you feel teaching without material, hand-outs or worksheets?

12. How often do you use a coursebook during a class? (Tick ONE)

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Always |
| <input type="checkbox"/> Twice a week | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Three times a week | |

13. Do you find the use of a coursebook restrictive in class?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

14. Describe how you would teach students a lesson without the aid of a coursebook, hand-outs or materials.

15. How would you encourage a classroom environment conducive for student speaking?

16. How often do you teach speaking skills in class? (Tick ONE)

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Always |
| <input type="checkbox"/> Twice a week | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Three times a week | |

17. How do you respond to learner errors?

18. Do you believe that it is important for the teacher to participate in classroom talk?

- Yes No

19. Do you in class:

- Allow learners to choose what materials will be covered
- Prepare lessons based upon the current needs of your learners
- Provide learners the opportunity to create their own material for other learners
- Respond to learners' requests for assistance with vocabulary and grammar
- Encourage learners to incorporate their own native language and culture
- Other (please specify)

20. Do you know what Dogme ELT is?

- Yes No

21. Please describe Dogme ELT in your own words?

22. Do you consciously follow Dogme ELT?

- Yes No

Thank you for taking your time to complete the survey. It is greatly appreciated.

Final Student Survey

Survey for English Language Students

Please complete this survey if you are currently studying in a General English Pre-Intermediate (or above) class. The completion of this survey is entirely voluntary and any information provided will remain anonymous.

Section 1: About Yourself

NAME:

EMAIL:

AGE:

SCHOOL:

1. How many years have you been studying English? (Tick ONE)

Less than 1 year

10 to 15 years

1 to 5 years

15 years plus

5 to 10 years

2. What is the highest English examination you have taken? (Tick ONE)

Preliminary English Test

Other (please specify)

First Certificate in English

Certificate in Advanced English

Certificate of Proficiency in English

3. Why are you studying English?

4. How would you describe the responsibility of an English language teacher whilst in class?

Section 2: Current Class & Learning Techniques

5. How many hours of classes do you have per week?

6. What other classes have you studied before? (Tick ONE)

- | | |
|--|---|
| <input type="checkbox"/> Conversation | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Business English | |
| <input type="checkbox"/> Reading & Writing | |
| <input type="checkbox"/> Exam Preparation | |
-

7. Which of the following lessons would you consider enjoyable without materials?

- | | |
|--|---|
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Pronunciation | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Discourse | |
| <input type="checkbox"/> Reading | |
| <input type="checkbox"/> Writing | |
-

8. Have you ever been in a lesson where the teacher has not used any material, hand-outs or worksheets? (Tick ONE)

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

9. Why do you like lessons without coursebooks, materials or handouts?

- It allows me to speak freely in class
- I enjoy the unpredictability of a lesson without any materials or coursebooks
- It offers variety or surprise during the lesson
- The lesson is more personal between the teacher and other students
- Materials and coursebooks are not the same as real language
- Other (please specify)

10. How would/do you feel studying English without material, hand-outs or worksheets?

11. How often do you study in class with a coursebook? (Tick ONE)

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Always |
| <input type="checkbox"/> Twice a week | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Three times a week | |

12. Do you find the use of a coursebook useful in class?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

13. How often do you learn speaking skills in class? (Tick ONE)

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Always |
| <input type="checkbox"/> Twice a week | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Three times a week | |

14. What do you think about spoken errors that occur when you communicate in English?

15. Do you believe that it is important for the teacher to participate in classroom talk?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

16. Do you in class:

- Choose materials for class
 - Create your own material for other classes
 - Ask for help with grammar and vocabulary
 - Use your own language in class
 - Other (please specify)
-

17. Do you expect the teacher to teach with materials?

- Yes No

18. Describe what you think of an English Teacher that prepares no hand-outs, materials or doesn't use coursebooks.

Thank you for taking your time to complete the survey. It is greatly appreciated.

Interview Consent Form

Methods & Approaches to Teaching EFL – Interview Consent Form

- 1. I agree to be interviewed for the purposes of the student assignment.***
- 2. The purpose and nature of the interview has been explained to me by the interviewer.***
- 3. I agree that the interview may be electronically recorded.***
- 4. Choose a), b) or c)***
 - a) I agree that my name may be used for the purposes of the research assignment only and not for publication.***
 - OR***
 - b) I understand that the student may wish to pursue publication at a later date and my name may be used.***
 - OR***
 - c) I do not wish my name to be used or cited, or my identity otherwise disclosed in the assignment.***

NAME OF INTERVIEWEE:

SIGNATURE OF INTERVIEWEE:

DATE:

.....
.....
.....

-
- 5. I have explained the project and the implications of being interviewed to the interviewee and I believe that the consent is informed and that he/she understands the implication of participation.***

NAME OF INTERVIEWER:

SIGNATURE OF INTERVIEWER:

DATE:

.....
.....
.....

First Interview Transcript – Teacher A

1. Please describe the method or approach you generally pursue for teaching General English with adult language learners.

Okay methods ... err ... well we have here at the school we have coursebooks ... urr ... I prefer not to use them too often. Normally, I ... it's hard to say what method I use actually. I don't really ... I've not thought about it a great deal. Umm ... I would say that it's, it sounds bad, but very repetitive: a lot of drills ... urr ... a lot of grammar ... urr ... exercises ... urr ... sort of ... it depends really on the ... obviously it depends on the level. I mean normally if they're training for IELTS or something like that, then I like to concentrate on things like that so ... if some ... if some of them tell me that they are doing IELTS, I concentrate on IELTS ... so that covers everything: reading, speaking, listening, writing and so on.

2. Describe different student expectations of a teacher whilst in class.

I guess some of the students like the ... well discipline obviously ... you know ... you've got to be able to manage so that would be the number one priority and then obviously to learn: they want to be able to learn and obviously to learn the best way possible so ... or the quickest way possible, if there is such a method. Yeah, I guess that's it ... sort of discipline and learning quickly or well.

3. Please explain how you teach speaking skills in class.

There are many different ways of teaching speaking skills but err ... I mean one example is that you give them structured sentences and then they have to do a role-play based on these structures. That's one possibility. With my ... very often with my students ... I just like to sort of free kind of role-plays and let them ... or just give them a topic and see how far they can go with it ... how far they can run with it. Umm ... other speaking activities ... I always get them to do presentations even at Pre-Intermediate or ... or Elementary, I believe that they can actually do presentations ... not not good their level ... obviously their spoken level is not that good but they can ... it sho ... it gives them confidence to be able to put over the sort of message of ... for other students to try and understand what they're saying. So that's one example but there are a number of examples.

4. Please tell me your own personal opinions of a coursebook: advantages, disadvantages, etc.

I mean with a coursebook there are always advantages: you've got it all structured, that it's written out ... err ... you've got good coursebooks and you've got bad coursebooks. There are a lot of bad coursebooks, very few really good coursebooks where you can go from Chapter right the way through to say Chapter 12 and it's ... it's been well ... well sort of thought out. Very often, if I can, I just use my own material ... I try not to ... I avoid coursebooks very often.

5. Do you believe there is a difference between 'conversation' and 'communication'? If so, please describe what the possible differences are.

Conversation I guess is people talking ... it doesn't necessarily mean that they understand each other or what's going on. Communication is actually getting a message across. That's how I would define it.

6. Why do you think students might prefer a lesson without using any materials? Why do you think students might not prefer a lesson without using any materials?

I think students like to have something in their hands at the ... at the end of the lesson they like to ... have something that they can touch and use. I always give homework at the end at the end of every lesson so whatever we've done in that lesson they've got something they can take home with them, look at it, repeat it and come back the next day and we review it. I wouldn't ... very rarely would I do a lesson without actually giving them something: some sort of structure, some basic structure. I don't like to do lessons without photocopies.

7. In your own words, tell me how you deal with unexpected/unpredicted language that has emerged from students whilst in class.

I love it ... I then very often sort of go off at a tangent and explore whatever they've brought up ... so sometimes they just come in with an idiom that they've learnt at home or something so then we start talking about idioms for ten minutes. Very often it ... I mean in a lesson I like to be able to break away from what I'm actually doing ... and concentrate on what they

... their input. I think that's quite important actually ... and they seem to enjoy as well ... so sometimes we might be doing a grammar exercise and suddenly someone will talk about their holiday from last year ... and then I go off and explore whatever they've sort of suggested ... or we just look at, I don't know, different countries, nationalities, or something else. I like to be flexible or if they ask me a question about something then I like to give them an answer.

8. Dogme ELT focuses on three principles within the classroom; 'materials light', 'conversation driven' and 'emergent language'. What is your opinion and experiences of these three key principles?

Materials light: No books, I approve of that already completely, but I do like photocopies so I have to disagree that ... I mean okay I can write on the board and the students can write down in their notebooks. That's okay, we can do that ... I don't know ... I like to hand out some kind ... they should have homework at the end of the day so it can't be that light. There's always got to be something there.

Conversation driven: That's good ... I mean ... normally if I am structuring lessons then the first part will be vocabulary, looking at grammar structures, things we did the night before and then afterwards ... the last part of the lesson we'll go on to lighter things with conversation ... so trying to get them involved, speaking, communicating.

Emergent language: That's always good. They will always ask ... I ... I ... encourage them to ask questions. If they don't understand, I'll ask them to ask me and hopefully I can explain it on the board ... if I can't then the next day we would deal with it. I would go and find some exercises ... or whatever it is ... vocabulary ... and deal with it the next day. I would never let it go. You know, if they've got a question ... a valid question ... and I can't deal with it, I'd try and deal with it the next day.

Second Interview Transcript – Teacher B

1. Please describe the method or approach you generally pursue for teaching General English with adult language learners.

I think umm ... I use umm ... a fairly standard mix of approaches ... umm ... I was taught to teach English in a very conventional way ... the CELTA way ... umm ... and I've been teaching now for about thirteen years and I think I've developed my own ... opinions about the different approaches. Certainly, I go for a communicative approach ... umm ... all the teaching that I do or most of the teaching I do and have done is General English has been coursebook based ... umm and that would be mainly because of the ... because the schools I've worked for have given me books and said this is your book ... umm but over the years I've learnt to kind of evaluate the stuff the books present you with and to ... I come to umm ... decisions with what's helpful and what's not helpful. Err ... umm I'm always ... I'm always trying to use communication as a way of teaching. I'm not a lecturer and I'm not a game-player either. I'm not one of these teachers that cuts up bits of paper endlessly and plays games. I let the students lead ... umm the class to a significant extent and a few years ago I read the lexical approach ... umm which I found incredibly interesting and it wasn't completely new to me as I recognised in there, that there were lots of ideas that I was already using so I'm not ... umm ... exclusively a lexical approach teacher. I do teach grammar and I find my students want grammar ... umm and so yes a mixture of approaches and really with the objective of providing my students with the language they need to learn.

2. Describe different student expectations of a teacher whilst in class.

I think this is umm ... it's largely a cultural question really. It's also to do with the age of the students. I've taught groups of ... umm teenagers 16 and over and I find that their expectations of a teacher is quite different from ... umm students in the twenties or their thirties or forties or older even. I feel that once my students get to know me a bit and get to know my methods, their expectations are quite high. I'm ... I try never to say "I don't know", I always try to answer a student's question and I think that my students after ... with time ... they do expect answers from me with regard to the language point in question or lexical features. Again, with younger students because they've probably [cough] ... not been out of school or college or whatever, they're used to a teacher perhaps ... umm fulfilling a

pedagogical role saying “right now do this exercise 6, eyes down, get to work” and I try not to be like that ... umm I am ... if the classes ... if a discussion arises in the classroom I never squash it. I will always let students wander wherever they want to ... umm and I find that that’s ... that helps them to achieve an amount ... a degree ... of autonomy which I think is important in language learning. The teacher is not somebody that shovelling language into an open skull. I think students have their own ways of encountering language, exploring it and ultimately ... umm absorbing it and ... and ... so that they are able to use it.

3. Please explain how you teach speaking skills in class.

Speaking skills ... there are so many aspects to this ... umm ... there’s ... I think first of all I would ... I would ... correct the most noticeable mistakes. The mistakes impede understanding. I think something that I try and get across to my students is that accuracy is not as always important as fluency. Indeed there’s an example that I sometimes done in class, sometimes with low levels and I’ve asked them “What’s more important fluency, accuracy or putting your message across?” and I would ask them “What would you do if I had a heart attack in the class?”, and they would say that “I would call 999” and I would say “Well, what do you say?” and they say “Well we don’t know” and I say “Right, this is what I want you to say: Teacher, School B, heart attack, ambulance immediately. I don’t want any fancy grammar, I don’t want conditionals. I want you to get an ambulance to me as quickly as you can” and broadly speaking that’s my attitude, get your message across, be understood and understand. That’s a very simplistic example but I think you know what I mean. Some students worry about their accuracy if their cohesion ... I think I often try and get them to understand coherence is often the prime consideration in communication and cohesion comes later especially at higher levels and with exams.

4. Please tell me your own personal opinions of a coursebook: advantages, disadvantages, etc.

I think all coursebooks have positive and negative aspects. When I ... I remember when I was a beginner at teaching and I didn’t know much about grammar, I was rather dependent on the coursebook and I think for a couple of years I probably taught a coursebook letter by letter, word by word, you know page by page. I think coursebooks are very important for teachers that ... particularly for teachers with not much experience ... they give some structure. I remember freshly graduating from the CELTA Course and giving private lessons

and I had no idea where I would begin. I didn't really know where it was going or how to start and I think a coursebook a basic ... a basic template for ... for the class ... umm ... but I think as the course develops, as you get to know your students and perhaps you get to know the coursebook if it's the first time, ... umm ... I decide what I will use and what I won't use. If I come across something in a coursebook that I think is badly designed or that my class won't respond to, I'll say "Okay, we're gonna leave that not very helpful for reasons *a*, *b* or *c*". Exam teaching is a different thing I think ... but in General English, it really depends on a coursebook. A coursebook like "New English File" I think is excellent because there is so much there, there's so much to supplement with the workbook and teacher's book and activities and things like that. More recently I've used material like "Outcomes", which I really got on badly with. I felt that "Outcomes" introduced not just language but lexical points almost incidentally ... it seemed the point of "Outcomes" is about outcomes and not the students.

**5. Do you believe there is a difference between 'conversation' and 'communication'?
If so, please describe what the possible differences are.**

I do believe there's a difference ... I think this is a controversial distinction to make ... but if I can refer back to my heart attack in the classroom, I think that the students imparting the essential information would be ... would be the most important thing for me. Whether that's a conversation of sorts but it's ... err ... it's a conversation that has an immediate ... it's ... umm ... it's transactional, it's not pleasantries, it's not small talk, it's not language for the sake of language. I think if there's a distinction to be made, communication is transactional and conversation is a bit looser.

6. Why do you think students might prefer a lesson without using any materials? Why do you think students might not prefer a lesson without using any materials?

I've spoken to many students and it hasn't been uncommon to hear that their teacher ... they complain to me that their teacher only uses a coursebook and it's like ... err ... coming to class, open your books, page 69 and reminds me of my 1970's comprehensive school days. You didn't really interact with the teacher so much as ... umm ... communicate with the teacher via the ... the materials that the teacher brought into class. In my experience, particularly with students in their twenties and plus they prefer not to stick to a coursebook day in and day out. They always ... there's always a lot of mileage in letting conversation or

language points develop in their own way. If the coursebook wants to go and to talk about Third Conditional ... if students will start using language utilising conditionals I would say “fair play” but let them continue and I definitely think a lot of my students prefer that approach rather than “I’m sorry, we’re not doing that at the moment. Can we get back to Exercise 5?” On the other hand, I think some students from some cultures are used to a more pedagogical approach where they expect a coursebook to be used. If a certain part of the coursebook is not used, they perhaps want to know why ... but I think it’s something that experience that gives the teacher is knowing when and how to lean on a coursebook and when and how to kind of put it aside and let the students get up to ... let the students get on with what they want to learn or what they want to talk about. I think ... err ... a happy medium is to be struck by me as a teacher personally.

7. In your own words, tell me how you deal with unexpected/unpredicted language that has emerged from students whilst in class.

I would say without exception I will deal with it there and then as it comes up. If ... umm ... if we’re doing a lesson which is concentrating on some area of grammar, if something else comes up and I feel it’s relevant to the level to what we’re doing I will definitely explore it with the students. Recently, I had an experience in a class in which I had a Polish guy who was extremely mathematical in his approach to language. In fact, he was a mathematician. He would sometimes ask a question that was perhaps something that he wouldn’t need to know, until he moved up a few levels in English and I think that in that case I would skilfully kind of answer the question but not get involved with it because it might leave other members of the class thinking “Why the hell are we doing this?” But by and large, in general, unexpected and unpredicted language is what I thrive on. I thrive on the question that I’ve never heard before and I will endeavour to answer it. That is really why I’m in the job. One of my favourite aspects of teaching is the analytical side so if somebody comes out at me with a question that’s never been put to me before, I’ll deal with it. I’ll never dismiss it, I’ll never say “We’re not doing that”, I never say “I don’t know”, I never say “Find out yourself”. I will always do my best in a sensible and in an appropriate way to address any kind of question about language that emerges.

8. *Dogme ELT focuses on three principles within the classroom; ‘materials light’, ‘conversation driven’ and ‘emergent language’. What is your opinion and experiences of these three key principles?*

Materials light: I would go along with that principle ... yeah ... perhaps I ought to go along with it more than I do. I think there’s always days where you feel tired or a bit lazy for one reason or another and you think thank god for that. I think objectively speaking, materials light as and when necessary maybe for an inexperienced teacher to give some structure. For myself, I’ll be quite happy to go into a classroom without materials ... that wouldn’t ... that wouldn’t ... it might challenge me but it wouldn’t terrify me.

Conversation driven: I’m a firm believer that the way you learn a language is to ... umm ... is to exercise the language muscle ... that is to recycle what you’ve learnt and to use the language that you have at your disposal in a kind of ... in a sense, in a non-focused way but I ... I personally I learnt Spanish at University from scratch and in four years I almost became Intermediate and that was with a few lessons here or there. When I went to live in Spain and I interacted with Spanish natives daily, it was ... umm ... my language soared ... so ... I will never ... I will never ... stop a conversation. I always encourage students to converse. In fact the problem that I have very often is that they won’t converse for one reason or another: affective filters. They’re not confident or whatever but I am in favour of conversation driven language teaching.

Emergent language: I embrace emergent language. Very often a student will ask a question and another student says “Ohh yeah, I’ve heard that too”. Very often can ... err ... addressing emergent language can demystify aspects of language for other students. Emergent language, as far as I understand it, is to be embraced, it’s part of the learning experience, and it’s part a student’s experience and I think it would be counter-productive for any teacher to use the “that’s-not-what-we’re-focusing-on” excuse.