Practicing Dogme ELT Techniques to Improve Academic Essay Writing: An Evaluative Study of Learners’ Perception

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Abstract
Among the teaching approaches and methods that are currently used worldwide, Dogme ELT is a modern one that claims to show better results because of creating a natural learning environment. This action research was performed in order to examine the intermediate level learners’ feedback about Dogme ELT to improve essay writing skills. The data was collected after teaching through Dogme techniques and analyzed by applying mixed methods. The learners’ responses to motivational aspects of learning, their participation and performance in the class and the impacts of Dogme Pedagogy, recorded after Dogme ELT treatment, demonstrated that Dogme ELT techniques proved themselves very effective and successful in improving essay-writing skills. Many of the participants of this class wished to have been taught through such teaching-learning techniques from the very beginning. All these responses showed better learning outcomes by using Dogme Pedagogy to improve academic essay writing skills of intermediate level learners.

Keywords: Dogme ELT, Academic Essay Writing, Learners’ Feedback
1. Introduction

1.1 Background of the study

Millions of foreign language learners, according to Long & Doughty (2009), study English for their different purposes and needs. The linguists, educationists, psychologists and other experts put a lot of their efforts to make language teaching and learning more successful. They are always desperate to innovate new teaching approaches to improve L2 skills of the students. According to Reader’s Digest (1998), like other languages, the process of English language learning creates many problems especially for EFL and ESL learners. Among the four language skills, the most difficult one is the academic writing skill for the English language learners. Despite this fact, academic writing is not included in the syllabuses of Pakistani educational institutes while writing is the only skill that can help the learners to pass most of the examinations. Most of the language instructors focus only on teaching some prescribed textbooks and grammar rules so that the students can pass their exams. Because of incompetence in writing, many students may fail their examinations or obtain low grades. Therefore, the researchers put in a lot of their efforts to innovative new teaching approaches and techniques to improve writing skills of the students, and Dogme ELT is one of these innovations that focuses on teaching in a natural way. This teaching approach is unique because the teachers and the learners are not the textbook slaves. The learners have the freedom to ask questions until they understand the topic. They are empowered to write their own course contents according to their real life needs and interests. It is a creative approach to language teaching, writing teaching materials and improving language skills. This study tried to bridge the pedagogical gap in teaching academic essay writing skills by analyzing the learners’ feedback on using Dogme ELT Approach to improve their essay writing skills in an action research class. It will open a window of opportunity for the researchers to study further in different areas of ELT through Dogme teaching techniques.

1.2 Objectives and significance of the study

Academic writing for EFL and ESL learners has been one of the important areas of research because a majority of foreign language learners cannot write good academic paragraphs and essays even after completing their higher secondary levels, and it is because of ineffectiveness in different areas of teaching methodology used in traditional Pakistani classrooms. For better
learning outcomes, Tarnopolsky (2000) also discussed making the teaching of writing skills more pleasant because many students and professionals face different kinds of problems in writing. To find out the practical solutions of such problems, the present study focused on highlighting and analyzing the learners’ feedback on the impacts and outcomes of using Dogme ELT techniques to develop academic essay writing skills of the students at the intermediate level.

1.3 Research questions
The present research focused on questions stated below so as to highlight the learners’ feedback on the impacts and outcomes of using Dogme ELT techniques to improve essay writing skills.

- What do the learners perceive about using Dogme ELT techniques to improve academic essay writing skills?
- How do Dogme ELT teaching techniques motivate learners for learning academic essay writing?

2 Literature review
Most of the experts are keenly interested to concentrate all their efforts in various ELT areas, but the research study in teaching methodology is much more important for them. It is the teaching methodology that makes the process of language learning effective and easier by motivating the learners. Therefore, they are innovating new approaches, methods and techniques for better learning outcomes. From Grammar Translation Method to Dogme ELT, there have been dozens of language teaching approaches and methods that entered the world of ELT, played their roles and left, but many approaches and methods are still in use after a few modifications according to the current classroom situations. They include the Audio-lingual Method, TBLT, CALL, the EA (Eclectic Approach) and many others. The technological revolution in the world has also enriched different areas of L2 teaching and classroom practices. Web-based educational technologies have also introduced innovative steps in the ELT circle. Besides the technology-assisted innovations in ELT, there are also varieties of brand names in the circle of teaching methodology for better language teaching.

A Danish filmmakers’ group signed the “Dogme 95 Manifesto” to purify filmmaking by refusing artificial modification. The same Dogme ideas were applied to language teaching classrooms to
purify the language teaching process by refusing to use coursebooks, videos, course CDs...handouts, word-lists, online practice activities, workbooks, teachers’ guides and some software (Thornbury, 2000). Thus, the Dogme ELT principles came from the film-making background after the Thornbury’s publication known as *A Dogme for EFL*. Scott Thornbury is the main force behind this revolutionary movement of language teaching. Another research paper was “*Dogme: Dancing in the dark*” which started an online discussion of over 300 people who triggered about 7000 comments on the issue (Thornbury, 2005). Some principles were derived from their discussions which were common to all dogmetists. Out of these principles, the authors drew the three core precepts, and they are considered to provide a sound foundation for Dogme Approach. These core precepts are: (i) Dogme Approach is conversation-driven, (ii) materials-light (iii) language emergent. According to Zakime (2018), this modern teaching approach also shares characteristics of CLT, TBLT and many other teaching approaches, so it can unlock a world of potential. Because of the Dogme treatment, the learners tend to interact, produce language and collaboratively co-construct their learning when engaged in different communicative tasks.

Dogme ELT is considered to be a communicative language teaching approach that encourages teaching without published books, and it focuses instead on conversational communication. It also has several striking similarities with other ELT approaches, but it is taken as a reinvention of *apagogical wheel*, so it won 2010 British Council Award. Dogme approach was embraced by numbers of ELT practitioners and researchers in various parts of the world. Sherriff (2012) discussed 20 Steps of unplugged teaching in a seminar for language teachers by British Council in which he explained how Meddings demonstrated his lesson by raising a simple question that the participants could easily respond. Xerri (2012) also thinks that Dogme ELT is considered being somewhat unconventional, but we can use the interactive and language emergent principles to prepare the students for exams. According to Bryndal (2014), the students like Dogme ELT activities more than the traditional ones, and it is because of the teaching-learning freedom in the classroom. Rahul (2015) is also in favor of teaching English with no specific written materials. Moreover, many other researchers like Bekaryan in (2016), Coskun in (2017), Rion et al. (2018), Sarani, A. & Malmir, A. in (2019) and Marashi, H. & Rahimpanah, M. in (2020) also found Dogme ELT treatment very effective to teach English. Stones (2018) experienced Dogme...
ELT for IELTS essay writing and found it very effective. During the current COVID-19 situation, Igor Miura uploaded an article on July 21, 2020 talking about the new tools and resources used by the teaching community and concluding that Dogme is more recent nowadays, and perhaps, more relevant than it has ever been. However, Dogme Approach encourages careful lesson planning so that the teachers can be the active participants in their unplugged ELT classes because lazy teachers cannot perform in unplugged classrooms. Some teachers are locked into a specific syllabus, so they are not in favor of unplugged language classes. Some critics think that Dogme ELT does not work with everyone and in every situation. Sometimes it can be an uphill struggle changing learners’ attitudes and getting them to see the benefits of some particular tasks in unplugged classes. However, most of the researchers, despite a mild and constructive criticism from a few of them, appreciated Dogme ELT pedagogy because of its positive and long-term learning outcomes. Despite these research efforts in various EFL and ESL areas, this action research was performed to explore and analyze the intermediate level Pakistani learners’ feedback questionnaire about the teaching impact of using Dogme ELT techniques, as they experienced in their unplugged essay writing class, to improve opinion essay writing skills. This study will also show another innovative scholarly path to the researchers and practitioners for further research studies in different contexts and perspectives of Dogme ELT.

3. Materials and Methods

3.1. Participants

For this action research, the researchers designed a well-defined plan, and collected data using learners’ feedback questionnaire after Dogme teaching treatment. The study focused on developing intermediate level Pakistani learners’ essay writing skills applying Dogme ELT pedagogy. The participants of this action research joined this unplugged essay writing class willingly to improve their academic essay writing skills. Because of different reasons, this study was delimited as mentioned below:

a) Only the intermediate level students of First-year were selected.
b) They were male students from 18 – 20 years of age group.
c) They were the classmates at Aspire Academy Faisalabad.
d) They were taught how to write well-organized academic essays.
3.2. Lesson Plan

The researchers made a well-focused lesson plan to teach the techniques of writing titles, hooks, background information, thesis statements, body paragraphs, counter-arguments, refutations, linking words and the concluding paragraphs. The learners were given some handouts for individual and group practice so as to evaluate them. In the end, a feedback questionnaire was distributed after the Dogme teaching treatment to collect data from the learners about the learning outcomes of this teaching treatment to improve L2 essay writing skills. According to Dörnyei (2003), ‘asking questions is one of the most natural ways of gathering information.’ A Likert scale questionnaire was created having three sections to highlight and measure different language learning areas. It focused on different questions about motivation of learning, participation and performance in the class as well as the teaching approach and techniques. The responses of the learners were analyzed and tabulated by using SPSS and MS Excel and presented in the tables of frequency and descriptive statistic for a quick review.

3.3. Instrumentation

The feedback questionnaire consisted of the following sections:

Learning motivation scale: In this section, six questions were asked to measure the participants’ level of interest, motivation and their familiarity with Dogme teaching techniques.

Class participation and performance scale: This section has nine questions which were asked to measure the participants’ active roles in the activities in this unplugged essay writing class.

Teaching approach and techniques scale: This section had ten questions which were asked about the impacts of using Dogme Pedagogy.

4. Data analysis

To highlight and analyze the participants’ feedback on using Dogme ELT techniques in order to improve opinion essay writing skills, a learners’ feedback questionnaire survey was carried out after the Dogme ELT teaching treatment to collect data through individual responses of the learners, and the primary data was analyzed using qualitative and quantitative methods. There
were only twenty-five questions in this feedback questionnaire divided into three sections to measure different ELT areas in an unplugged class of essay writing skills. The researchers focused on getting valid and reliable primary data from the learners to highlight the teaching impacts of using Dogme ELT treatment. Oral responses of the learners were also recorded which highlighted many important factors related to an unplugged academic essay writing class. The following analysis of the learners’ feedback questionnaire can help us understand the impacts of using Dogme ELT techniques on teaching opinion essay writing skills.

4.1. Learning motivation scale

The participants appreciated this new experience of learning essay writing skills and found these teaching techniques more interesting and effective than the present traditional teaching system in the country. They liked to be present in their essay writing classes to learn through conversational communication on different topics without using the coursebooks, but they did not know anything about Dogme teaching techniques and the teaching of essay writing skills as a subject. They were genuinely motivated and satisfied in this L2 essay writing class that was all owing to the friendly learning environment, freedom and empowerment to do different learning activities in the class without the prescribed textbooks. The students feel completely in control of their learning that makes them much more motivated. All these responses show the positive impacts of using Dogme teaching treatment to motivate them in the unplugged essay writing classes.

Table 1. Responses to the learning motivation statements

| Q.1: Was it an interesting and effective learning experience to be in this English language class? |
|--------------------------------------------------|
| Frequency | Percent | Valid % | Cumulative % |
| Strongly Disagree | 0.00 | 0.00 | 0.00 | 0.00 |
| Disagree | 0.00 | 0.00 | 0.00 | 0.00 |
| Neither | 0.00 | 0.00 | 0.00 | 0.00 |
| Agree | 4 | 20.0 | 20.0 | 20.0 |
| Strongly Agree | 16 | 80.0 | 80.0 | 100.0 |
| Total | 20 | 100.0 | 100.0 |

| Q.2: Did you like learning academic writing through this new teaching approach? |
|--------------------------------------------------|
| Frequency | Percent | Valid % | Cumulative % |
| Strongly Disagree | 0.00 | 0.00 | 0.00 | 0.00 |
| Disagree | 0.00 | 0.00 | 0.00 | 0.00 |
| Neither | 0.00 | 0.00 | 0.00 | 0.00 |
| Agree | 8 | 40.0 | 40.0 | 40.0 |
| Question | Strongly Agree | Disagree | Neither | Agree | Strongly Agree | Total |
|----------|----------------|----------|---------|-------|----------------|-------|
| Q.3: Do you think Dogme ELT motivated you better than the traditional teaching method? | 12 | 60.0 | 60.0 | 100.0 | 60.0 | 30.0 | 15.0 | 15.0 | 55.0 | 11 | 20.0 | 30.0 | 100.0 | 100.0 |
| Q.4: Were the lessons or activities on academic writing interesting and motivating? | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 4 | 20.0 | 20.0 | 20.0 | 100.0 | 100.0 |
| Q.5: Were your class-talks without a coursebook motivated you to be active, regular and punctual in the class? | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 13 | 65.0 | 65.0 | 100.0 | 100.0 |
| Q.6: Do you like learning your other subjects through this teaching approach? | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 14 | 70.0 | 70.0 | 100.0 | 100.0 |

4.2. Class participation and performancescale
This section had nine questions which were asked to measure the participants’ active roles in the activities in this unplugged essay writing class. Their responses proved that the learners liked their L2 essay writing classes a lot due to the freedom in the classroom to ask unlimited questions to make the topic understandable for the learners, empowerment and freedom to do different learning activities, selecting their essay writing activities and contents for practice. The learners made the best use of the opportunities to learn by going through different tasks and watching visual presentation of some essay writing skills, and it made things easier for the learners. They were also given a few handouts to do the activities for brainstorming some new topics, deleting irrelevant sentences from the given paragraphs for coherence and cohesion and writing catchy titles using correct format of upper-lower cases which improved their understanding of these
skills. For the learners, the most difficult activities were to write better and attractive hooks for the essays, well-focused and relevant thesis statements for the essays, and then establish a link among the thesis statements and the body paragraphs of the essays. To make all this process easier and interesting, different teaching techniques were applied as recommended in the *Teaching Unplugged*. Furthermore, the participants were given some interesting activities so that they could practice the essay writing techniques and rules, had a debate about them in the class-talks followed by question-answer sessions. The researchers also tried to set up the suitable conditions for learning and practice different kinds of sentences as well as cohesive devices. All the responses of the learners proved that using Dogme ELT techniques was a very successful and interesting teaching experiment to improve L2 academic essay writing skills.

Table 2. *Responses to the statements about class participation and performance*

| Q.7: Did you like questioning and class-talking in your academic writing class? |
|-----------------------------------|---------------|-------------|---------------|---------------|
| Frequency                        | Percent       | Valid Percent| Cumulative Percent |
| Strongly Disagree                | 0.00          | 0.00         | 0.00           | 0.00          |
| Disagree                         | 0.00          | 0.00         | 0.00           | 0.00          |
| Neither                          | 0.00          | 0.00         | 0.00           | 0.00          |
| Agree                            | 4             | 20.0         | 20.0           | 20.0          |
| Strongly Agree                   | 16            | 80.0         | 80.0           | 100.0         |
| Total                            | 20            | 100.0        | 100.0          |               |

| Q.8: Did you like content / activity writing for your own academic writing course in this class? |
|-----------------------------------|---------------|-------------|---------------|---------------|
| Frequency                        | Percent       | Valid Percent| Cumulative Percent |
| Strongly Disagree                | 0.00          | 0.00         | 0.00           | 0.00          |
| Disagree                         | 0.00          | 0.00         | 0.00           | 0.00          |
| Neither                          | 0.00          | 0.00         | 0.00           | 0.00          |
| Agree                            | 7             | 35.0         | 35.0           | 35.0          |
| Strongly Agree                   | 13            | 65.0         | 65.0           | 100.0         |
| Total                            | 20            | 100.0        | 100.0          |               |

| Q.9: Did you find the essay drawing-activities helpful to improve your academic writing skills? |
|-----------------------------------|---------------|-------------|---------------|---------------|
| Frequency                        | Percent       | Valid Percent| Cumulative Percent |
| Strongly Disagree                | 0.00          | 0.00         | 0.00           | 0.00          |
| Disagree                         | 0.00          | 0.00         | 0.00           | 0.00          |
| Neither                          | 0.00          | 0.00         | 0.00           | 0.00          |
| Agree                            | 7             | 35.0         | 35.0           | 35.0          |
| Strongly Agree                   | 13            | 65.0         | 65.0           | 100.0         |
| Total                            | 20            | 100.0        | 100.0          |               |

| Q.10: Were the activities of brainstorming and coherence helpful to write better essays? |
|-----------------------------------|---------------|-------------|---------------|---------------|
| Frequency                        | Percent       | Valid Percent| Cumulative Percent |
| Strongly Disagree                | 0.00          | 0.00         | 0.00           | 0.00          |
| Disagree                         | 0.00          | 0.00         | 0.00           | 0.00          |
| Neither                          | 0.00          | 0.00         | 0.00           | 0.00          |
| Agree                            | 12            | 60.0         | 60.0           | 60.0          |
| Strongly Agree                   | 8             | 40.0         | 40.0           | 100.0         |
| Q.11: Was it interesting and effective to do activities of writing catchy titles for your academic essays? |
| Strongly Disagree | Disagree | Neither | Agree | Strongly Agree |
|-------------------|----------|---------|-------|---------------|
| 0.00              | 0.00     | 0.00    | 4     | 16            |
| Total 20          | 100.0    | 100.0   |       |               |

| Q.12: Did the techniques and practice of writing hooks and thesis statements for essays improve your academic writing skills? |
| Strongly Disagree | Disagree | Neither | Agree | Strongly Agree |
|-------------------|----------|---------|-------|---------------|
| 0.00              | 0.00     | 0.00    | 4     | 16            |
| Total 20          | 100.0    | 100.0   |       |               |

| Q.13: Did the learning of linking body paragraphs of essays to the thesis statements make essay writing easier for you? |
| Strongly Disagree | Disagree | Neither | Agree | Strongly Agree |
|-------------------|----------|---------|-------|---------------|
| 0.00              | 0.00     | 0.00    | 5     | 15            |
| Total 20          | 100.0    | 100.0   |       |               |

| Q.14: Did the learning of conclusion writing techniques enable you to write effective concluding paragraphs for academic essays? |
| Strongly Disagree | Disagree | Neither | Agree | Strongly Agree |
|-------------------|----------|---------|-------|---------------|
| 0.00              | 0.00     | 0.00    | 7     | 13            |
| Total 20          | 100.0    | 100.0   |       |               |

| Q.15: Did the learning of sentence types and cohesive devices help you enhance your academic writing skills? |
| Strongly Disagree | Disagree | Neither | Agree | Strongly Agree |
|-------------------|----------|---------|-------|---------------|
| 0.00              | 0.00     | 0.00    | 4     | 16            |
| Total 20          | 100.0    | 100.0   |       |               |

4.3. Teaching approach and techniques scale
This section had only ten questions which were asked about the impacts of using Dogme Pedagogy. The participants liked to be present in their writing classes without the prescribed textbooks. They preferred class discussion to traditional class lessons to learn essay writing skills. The learners were happy due to this writing class experience because it made
learning faster and understandable. The most effective, successful and popular idea was to learn boring writing skills through class discussions. The participants were able to learn and understand the lessons in the class during their conversational communication without making extra efforts. One-sentence-one-learner activity with topic discussion in the class instead of teaching a topic from a coursebook was also very effective to master academic writing skills. The learners did not confirm the effectiveness of the traditional teaching methodology in comparison with Dogme ELT techniques. Furthermore, they agreed that using Dogme teaching techniques helped to develop socialization in the unplugged language classes which are also psychologically fruitful for social well-being and mental health of the learners in this essay writing class.

Table 3. Responses to the statements about teaching approach

Q.16: Do you think it was a good idea to come to your classes without a coursebook?

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Strongly Disagree | 0.00      | 0.00    | 0.00          | 0.00               |
| Disagree        | 0.00      | 0.00    | 0.00          | 0.00               |
| Neither         | 1         | 5.0     | 5.0           | 5.0                |
| Agree           | 2         | 10.0    | 10.0          | 15.0               |
| Strongly Agree  | 17        | 85.0    | 85.0          | 100.0              |
| Total           | 20        | 100.0   | 100.0         |                    |

Q.17: Were the handouts and essay-drawings helpful to understand the essay structure and writing techniques?

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Strongly Disagree | 0.00      | 0.00    | 0.00          | 0.00               |
| Disagree        | 0.00      | 0.00    | 0.00          | 0.00               |
| Neither         | 0.00      | 0.00    | 0.00          | 0.00               |
| Agree           | 5         | 25.0    | 25.0          | 25.0               |
| Strongly Agree  | 15        | 75.0    | 75.0          | 100.0              |
| Total           | 20        | 100.0   | 100.0         |                    |

Q.18: Do you think learning through class-talks made it easy for you to memorize and understand essay writing techniques?

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Strongly Disagree | 0.00      | 0.00    | 0.00          | 0.00               |
| Disagree        | 0.00      | 0.00    | 0.00          | 0.00               |
| Neither         | 0.00      | 0.00    | 0.00          | 0.00               |
| Agree           | 15        | 75.0    | 75.0          | 75.0               |
| Strongly Agree  | 5         | 25.0    | 25.0          | 100.0              |
| Total           | 20        | 100.0   | 100.0         |                    |

Q.19: Do you think discussing a topic in the class is better than teaching a topic from a coursebook?

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Strongly Disagree | 0.00      | 0.00    | 0.00          | 0.00               |
| Disagree        | 0.00      | 0.00    | 0.00          | 0.00               |
| Neither         | 0.00      | 0.00    | 0.00          | 0.00               |
| Agree           | 3         | 15.0    | 15.0          | 15.0               |
| Strongly Agree  | 17        | 85.0    | 85.0          | 100.0              |
| Total        | 20   | 100.0 | 100.0 |
|-------------|------|-------|-------|
| **Q.20:** Was it an effective learning activity to pick up / highlight the sentence/writing rule from the class-talks? |
| Strongly Disagree | 0.00 | 0.00  | 0.00  |
| Disagree       | 0.00 | 0.00  | 0.00  |
| Neither        | 0.00 | 0.00  | 0.00  |
| Agree          | 8    | 40.0  | 40.0  |
| Strongly Agree | 12   | 60.0  | 100.0 |
| Total          | 20   | 100.0 | 100.0 |
| **Q.21:** Was it an effective learning activity to write essays about the selected pictures or graphs? |
| Strongly Disagree | 0.00 | 0.00  | 0.00  |
| Disagree       | 0.00 | 0.00  | 0.00  |
| Neither        | 3    | 15.0  | 15.0  |
| Agree          | 10   | 50.0  | 65.0  |
| Strongly Agree | 7    | 35.0  | 100.0 |
| Total          | 20   | 100.0 | 100.0 |
| **Q.22:** Was the teacher’s questioning-answering during class-talks effective and helpful for clarity of ideas? |
| Strongly Disagree | 0.00 | 0.00  | 0.00  |
| Disagree       | 0.00 | 0.00  | 0.00  |
| Neither        | 0.00 | 0.00  | 0.00  |
| Agree          | 5    | 25.0  | 25.0  |
| Strongly Agree | 15   | 75.0  | 100.0 |
| Total          | 20   | 100.0 | 100.0 |
| **Question-23:** Do you think Dogme ELT approach makes learning of academic writing easier for you? |
| Strongly Disagree | 0.00 | 0.00  | 0.00  |
| Disagree       | 0.00 | 0.00  | 0.00  |
| Neither        | 0.00 | 0.00  | 0.00  |
| Agree          | 7    | 35.0  | 35.0  |
| Strongly Agree | 13   | 65.0  | 100.0 |
| Total          | 20   | 100.0 | 100.0 |
| **Q.24:** Do you agree if this new teaching approach is introduced in our educational institutes? |
| Strongly Disagree | 0.00 | 0.00  | 0.00  |
| Disagree       | 0.00 | 0.00  | 0.00  |
| Neither        | 0.00 | 0.00  | 0.00  |
| Agree          | 5    | 25.0  | 25.0  |
| Strongly Agree | 15   | 75.0  | 100.0 |
| Total          | 20   | 100.0 | 100.0 |
| **Q.25:** Do you think this new teaching approach promotes socialization? |
| Strongly Disagree | 0.00 | 0.00  | 0.00  |
| Disagree       | 0.00 | 0.00  | 0.00  |
| Neither        | 2    | 10.0  | 10.0  |
| Agree          | 5    | 25.0  | 35.0  |
| Strongly Agree | 13   | 65.0  | 100.0 |
| Total          | 20   | 100.0 | 100.0 |

The questions in the feedback questionnaire focus on measuring the learners’ responses at three different scales as mentioned in 3.3. It includes measuring the learners’ responses to motivation.
of learning, participation and performance in the class and the teaching approach and techniques used in this unplugged essay writing class. The responses of the learners to the above-mentioned questions help us understand the different aspects of teaching and learning in an unplugged language class. These responses also represent the learners’ positive opinions about the impacts of using Dogme teaching treatment in L2 academic essay writing class. The learners’ responses prove that using Dogme ELT treatment in this unplugged L2 essay writing class was an effective and successful learning experience.

4.4. Descriptive analysis of learners’ feedback questionnaire

The Table 4 presents a comprehensive guide and learners’ feedback description on their motives of language learning, taking part in class activities, their all-round performance of essay writing skills and the impacts of using Dogme teaching treatment to improve L2 essay writing competence. The main ideas of all the questions in the learners’ feedback questionnaire were statistically analyzed through SPSS and presented in the following descriptive table. This table represents the feedback of the learners by different numbers, its range values, the minimum values, the maximum values, the mean values, the values of standard deviation(std. error), the values of variances as well as the skewness of the questions in the questionnaire of learners’ feedback. The standard deviation shows how the measurements are close to the average scores of the questionnaire, the variance is identical to the squared standard deviation, but it expresses the same thing more strongly as shown in the following table. The measurements of skewness also indicate a better distribution of data. It shows the learners’ feedback details about different unplugged teaching and learning activities in the academic essay writing classes. The statistics of this descriptive table prove the effectiveness of Dogme ELT treatment in different areas of language learning including the learners’ class participation performance and motivation.

Table 4. Descriptive statistics of feedback questionnaire

| N | Range | Minimum | Maximum | Mean | Std. Deviation | Variance | Skewness |
|---|-------|---------|---------|------|----------------|----------|----------|
| 20 |       |         |        |      |                |          |          |
| 1- Interesting and Effective Learning Experience | 2     | 3       | 5       | 4.60 | .681           | .463     | -1.514   | .512 |
| 2- Knowing Dogme ELT & Academic Writing | 2     | 3       | 5       | 4.40 | .681           | .463     | -.712    | .512 |
### 3. Traditional Teaching Methods and Dogme ELT

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.60 | .503 | .253 | -.442 | .512 |

### 4. Effective & Interesting Lessons

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.85 | .366 | .134 | -2.123 | .512 |

### 5. Class-talks & Motivation

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 3 | 5 | 4.45 | .686 | .471 | -.887 | .512 |

### 6. Questioning, Class-talks & Academic Writing

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 2 | 5 | 4.30 | 1.031 | 1.063 | -1.319 | .512 |

### 7. Writing Contents & Activities

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.75 | .444 | .197 | -1.251 | .512 |

### 8. Making Drawings & Sketches of Essays

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 2 | 5 | 4.25 | .851 | .724 | -1.104 | .512 |

### 9. Brainstorming & Coherence

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.60 | .503 | .253 | -.442 | .512 |

### 10. Writing Titles of Essays

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 3 | 5 | 4.30 | .571 | .326 | -.038 | .512 |

### 11. Writing Hooks and Thesis Statements

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.85 | .366 | .134 | -2.123 | .512 |

### 12. Linking Paragraphs to Thesis Statements

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.75 | .444 | .197 | -1.251 | .512 |

### 13. Writing Conclusions

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.70 | .470 | .221 | -.945 | .512 |

### 14. Sentence Types & Cohesive Devices

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 3 | 5 | 4.50 | .607 | .368 | -.785 | .512 |

### 15. Learning without Coursebooks

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.85 | .366 | .134 | -2.123 | .512 |

### 16. Handouts of Essay-structures

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.90 | .308 | .095 | -2.888 | .512 |

### 17. Class-talks & Memorization

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.80 | .410 | .168 | -1.624 | .512 |

### 18. One-Sentence-One-Learner

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.55 | .510 | .261 | -.218 | .512 |

### 19. Discussing a Topic vs Teaching a Topic

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.90 | .308 | .095 | -2.888 | .512 |

### 20. Writing Rules from Class-talks

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 3 | 5 | 4.35 | .671 | .450 | -.549 | .512 |

### 21. Writing from Pictures & Graphs

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 3 | 5 | 4.05 | .686 | .471 | -.062 | .512 |

### 22. Teachers’ Questioning-Answering

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 3 | 5 | 4.40 | .821 | .674 | -9.14 | .512 |

### 23. Better Teaching Approaches & Methods

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.70 | .470 | .221 | -.945 | .512 |

### 24. Dogme ELT in Our Educational Institutes

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 3 | 5 | 4.40 | .821 | .674 | -9.14 | .512 |

### 25. Dogme ELT and Socialization

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 3 | 5 | 4.50 | .688 | .474 | -1.076 | .512 |

### 5. Findings

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 5 | 4.60 | .503 | .253 | -.442 | .512 |
| 2 | 3 | 5 | 4.85 | .366 | .134 | -2.123 | .512 |
| 3 | 2 | 5 | 4.45 | .686 | .471 | -.887 | .512 |
| 4 | 3 | 5 | 4.30 | 1.031 | 1.063 | -1.319 | .512 |
| 1 | 4 | 5 | 4.60 | .503 | .253 | -.442 | .512 |
| 2 | 3 | 5 | 4.30 | .571 | .326 | -.038 | .512 |
| 1 | 4 | 5 | 4.85 | .366 | .134 | -2.123 | .512 |
| 1 | 4 | 5 | 4.85 | .366 | .134 | -2.123 | .512 |
| 2 | 3 | 5 | 4.30 | .571 | .326 | -.038 | .512 |
| 1 | 4 | 5 | 4.85 | .366 | .134 | -2.123 | .512 |

### 5. Findings

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This study focused on the specific research questions to find their answers. Based on the analysis of the primary data collected through the learners’ feedback questionnaire, the study reached the following findings:

a) A large number of Pakistani educational institutes use traditional teaching methods to teach English language at different levels that promote text cramming for examination purposes.

b) In many institutes, the learners do not have an opportunity to study English language through modern teaching techniques, and the teaching and learning process focuses on the prescribed and recommended textbooks for examination purposes.

c) The result proves the positive impacts of using Dogme pedagogy because it helped the participants to polish up their academic essay writing skills in a few weeks. The learners improved their skills in different areas of academic essay writing such as writing hooks, thesis statements, counter arguments, refutation, using cohesive devices and so on as shown in the table 4.1.

d) The Dogme treatment systematically increased the learners’ motivation to improve essay-writing skills, their class performance as well as their level of socialization. It proves the positive impacts of using Dogme infusions to L2 essay writing activities to polish up the academic essay writing skills of the learners.

e) The learners confirmed their evident satisfaction and positive attitude, as shown in the table 4.1, about the long-term impacts of using Dogme teaching techniques to improve opinion essay writing skills.

f) The findings also suggest that we can teach L2 academic essay writing effectively in Pakistani institutes using Dogme pedagogy, but its successful implication depends on experienced and competent language teachers. Therefore, we should train our language teachers focusing on upgrading their syllabuses and skill-based language teaching according to the requirements of unplugged ELT classes. Moreover, using Dogme ELT techniques inspired the learners’ confidence and improved their L2 essay writing performance in this unplugged language class. That was why, the learners openly expressed their wish to be in the unplugged classes to study their other college subjects. These feedback responses of the learners show their full confidence in the positive impacts of using Dogme ELT techniques to improve academic essay writing skills.
Most of the experts are keenly interested to concentrate all their efforts in various ELT areas but teaching methodology is much more important for them because it makes learning interesting and easier by motivating the learners. Therefore, they are innovating new ways for better learning outcomes. From GTM to Dogme ELT, there have been dozens of language teaching approaches and methods that entered the world of ELT, played their roles and left, but many of them are still in use after a few modifications according to the current classroom situations. The technological revolution and web-based educational technologies have also introduced innovative steps in the ELT circle that enriched L2 teaching and classroom practices. Besides the technology-assisted innovations in ELT, there are also varieties of brand names in the circle of teaching methodology for better language teaching.

Behind Dogme ELT, Scott Thornbury is the main force whose article started an online discussion of over 300 people who triggered about 7000 comments on the issue (Thornbury, 2005). This study also affirms the previous assumptions and findings that Dogme ELT is a communicative ELT approach that encourages teaching without published books, and it focuses instead on conversational communication. Dogme approach was embraced by many ELT practitioners and researchers because of its claim of better learning outcomes. Sherriff (2012) discussed 20 Steps of unplugged teaching in a seminar by British Council. Xerri (2012) also thinks that Dogme ELT can be used to prepare the students for exams. The present study favors Bryndal (2014) findings, the students like Dogme ELT activities more than the traditional ones. Rahul (2015) also likes teaching English without specific written materials. The present study also supports the findings of previously conducted studies, like Bekaryan in (2016), Coskun in (2017), Rion et al. (2018), Sarani & Malmir in (2019) and Marashi & Rahimpanah in (2020) who have found Dogme ELT treatment very effective to teach English. Stones (2018) experienced the effectiveness of Dogme ELT for IELTS essay writing. Igor Miura uploaded an article on July 21, 2020 in favor of Dogme ELT as being the most relevant teaching approach during the current COVID-19 situation. The researchers of this study have contributed by criticizing and appreciating Dogme ELT pedagogy for different reasons. This is another research effort to explore and analyze the learners’ feedback questionnaire about the teaching impacts of using Dogme ELT techniques, as they experienced in this class, to improve opinion essay writing skills. This study
will also show a new scholarly track to the researchers for further studies in different contexts of Dogme ELT treatment.

**Conclusion and Pedagogical Issues**

This research study focused on the responses of the research participants collected through a feedback questionnaire to explore the impacts of using Dogme ELT techniques to improve academic essay writing skills. Dogme ELT Approach inspired the participants, and they performed well by successfully answering the questions about essay writing skills. The participants’ feedback questionnaire focused on exploring the motivational aspects of learning, learners’ active roles in class participation, their practical performance and positive impacts of using Dogme treatment. The learners’ responses proved that they liked this new language teaching approach very much because of a variety of effective and challenging teaching activities in a natural learning environment. They include learning without the prescribed textbooks through meaningful conversational communication, the freedom and empowerment of the learners to select their course contents, freedom to talk and ask questions and learners’ engagement in different class activities. As you can see, the results of using Dogme ELT techniques proved that it was a successful action research experiment to improve opinion essay writing skills of the intermediate level learners.

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