

Exploring the Dogme Approach: A Novel Method for Curriculum Instruction in ELT

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Abstract: *This article explores the application of the Dogme approach in curriculum instruction, particularly in English Language Teaching ELT. The Dogme approach, characterized by its emphasis on classroom discussions and situational communication, has gained popularity due to its potential to enhance student's critical thinking skills and knowledge expansion. The paper delves into the principles of the Dogme approach, its relationship with curriculum instruction, and its impact on teaching and learning. It also discusses the challenges and opportunities of implementing the Dogme approach in a real-world classroom setting, providing insights for educators seeking innovative methods to improve their teaching practices.*

Keywords: Classroom discussion, Dogme approach, Didactics, Teaching, Curriculum, Communication

1. Introduction

The curriculum has seen many different patterns and dimensions, but the vital concept of defining it can not be static. Scholars and educators have been unconventionally debating over concluding the right words to depict the curricula as a concept. Nonetheless, the curriculum can represent both a perspective and descriptive procedures for teachers to maintain.

A prescriptive curriculum is defined by what “ought” to happen. It has no form or plan to represent the objectives of the program. Or to adhere to in performing a course. (Ellis, 2004, p.4). On the contrary, the descriptive curricula are tightly built on a systematic element that monitors the whole course. The descriptions on the curricula must unfold the target-specific objects. Yet teachers in the course lesson still have leverage over the curricula, whether to perform it or not. In essence, “the developer proposes, but the teacher disposes”.

1.1 The types of curricula

In the early late 1970s, Goodlad and associates (1979) were the first to initiate and propose several key distinctions for curricula. Goodlad had in mind five forms of curricula structure:

- 1) The ideological curriculum: typically reflects on the preconceived notions that the teachers and scholars have in mind. It is formed on background information.
- 2) The formal curriculum: represents the authentication of government on the courses and objects that are stated in the curricula. The social norms are crucial also in this form.
- 3) The perceived curriculum: is simply the curriculum that is in the perception of educators, teachers, and parents. The abstract conception that is in their minds.
- 4) The operational curriculum: it is the observation of the progression curriculum and the consecutive progress of objectives during time.

- 5) The experiential curriculum: it is the experience that the learners have during exposure to the curriculum

The demonstration of the curriculum instruction waives the paradigm of the typical curriculum has been found. Yet the battle and the debate over the productive curriculum that results in good learning outcomes continue to promote different aspects in the curriculum. These teleological keys have urged the need for educators to dive deeply into the well-constructed curriculum in different subjects and approaches of teaching as we can mention the ELT curriculum and the effect of the Dogme approach.

1.2 Curriculum Instruction:

The definition of curriculum can be seen closely now, after the antecedent statements. Briefly, the curriculum is a program, plan, a sequence of courses that yields a teaching experience and learning. Curriculum is the designed for educational courses and programs. Also it defines the different perspective of the society, government, region, teachers, parents, and even students these parties can all contribute in the infrastructure of the philosophical aspects of the curriculum values. Whereas, instruction is the “How” of this should be taught. It highlights the methods and the implementation of the presented lessons in the curriculum (Olive, 2009).

Johnson (as cited in Olive, 2009) according to Johnson, instruction is the interaction between the one who teaches, and the one or ones whose aim is to learn. The outlet of the instructional procedures in the curriculum design have prioritize the concern “what works “ via assessing the needs of the learners. Henson (2015) declares that, instruction has a different form that depends on the topic, and on the abilities, learning style and the interests of the learners.

1.2.1 The purpose of instruction:

The real purposes behind the findings of the education instruction are to build the mutual grounds between the learners and the content. Hence, the effect of the content

should be comprehended smoothly by the students. It looked into the structure as filling the learner's vacuum.

The following points state the different types of instruction:

- 1) The implicit instruction, students-centric it is a paradigm of instruction, in which students interact with authentic materials to navigate the intended meaning, and questions.
- 2) Art-based instruction, it is also considered as the student – centric form of instruction that is weighing on creative and constructive activities as a brace for learning
- 3) Oriented instruction, it is a teacher-centric instructional method. That sheds the light on the sphere of listening to conquer students learning.
- 4) Universal Design for Learning (UDL), it is student-centric paradigm that dynamic to incorporate with different forms of instructions, and it aims to be exhaustive “teach to every student.”
- 5) Inquiry-based learning, although it is based on the teacher guidance, however, the student style of learning should be promoted by the teacher, to foster student's repertoire in creating their own style to issue their academic research.

1.3 Approaches and Methods In Teaching ELT

The pace through a sophisticated approach and method in ELT, is undergoing process that scholars and educators race the time to deduce the best approach and methods in ELT. The variation of these approaches can be unfolded as follow:

The Grammar Translation Method: it is a method to teach grammar, through translating and reading the classical texts, it emphasizes on the method of translating from and into the target language, to learn the grammar rules and vocabulary. Students use their first language when they are about to remedial a specific content of a test. The techniques used are, rote learning and drilling, translation activities, and recitation.

The Direct Method: is also known as the Natural Method, it was established on basis of learning languages through using the target language inside the classroom. It is vitally promotes communication and the oral skills through drills repetition, grammar taught inductively. Students have leverage to participate and communicate in oral presentations.

The Audio Lingual Approach: the audio lingual approach demonstrates on the vital role of the behaviorism method, when it comes to the listening to audios that contains grammar structure the learner has to repeat after the audio, in which it stimulate the learner to respond. The teacher uses oral drills to accomplish accuracy and consistency, the patterns are chosen carefully by the teacher to achieve the needed rules and skills of grammar.

Communicative Language Teaching: CLT structure was built on the basis on communication. The communicative approach has mastered the communication over the four skills that the learners tend to use inside the academic setting. CLT has fostered speed, fluency, accuracy for language learners because it facilitates communication, and

overlooks the grammar rules, in which it encourages learners to engage in communicative situations. Teachers can easily plan a course through role play or games that paramount for communication.

The DOGME Approach: it is considered as a humanistic communication based was established by Meddings & Thornbury in the 2000. It is structured on a communicative conversation that tackles different topics oriented by the teachers it underpinning the knowledge and the harmony between students and the teacher. A realistic discourse and audios also videos aid to shift the attention from text book and materials to real fruitful take-and-give conversations.

1.4 The Key Principles of Dogme Approach:

Scott Thornbury cooperated with dogmetists supporters to reveal key principles to teach according to the Dogme approach:

- a) **Interactivity:** is vital for the course in the Dogme approach teachers seek to make the learner engaged in the learning process through interacting with each other or with the teacher.
- b) **Engagement:** infers that students can negotiate their own knowledge to rectify their preconceived notions about the topic, because the intention is shifted from texts and course books to student's dialogue it's known as “dialogic processes”, and conversations that is oriented and promoted by the teacher “scaffolded”.
- c) **Emergence:** through emerging grammar rules and vocabulary in dialogues learners can acquire the language when it is integrated in classroom talk, rather than dictating rules.
- d) **Affordance:** weights on the main role of the teacher which is to make the utmost and beneficial features of the emergent language.
- e) **Learners' voice:** the learners are inseparable core in the learning process. Their background information, capacity, and personality should be heard in the learning process as the freedom of speech devotes confidence and empowerment.
- f) **Empowerment:** the learners voice should be heard, and respected in the classroom it prowess their personality and perspective, when the teacher shifts the attention from the books and material to the learners-centred.
- g) **Relevance:** the Dogme approach was designed to target the needs of the learners in accurate substance, that all the materials, and texts used by teacher should target the desire of the learner.
- h) **Critical use:** the implemented materials in the classroom are process of critical studies by the teacher. Hence, the materials are chosen carefully to target the needs of the learner, and to ameliorate the academic setting for them.

These principles enlighten the minds of EFL teacher and students'. It draws the infrastructure of the pattern that tackles students' need. Moreover the Dogme approach, promotes for learner-centeredness. it builds the right personality and charisma for students to speak and to negotiate their ideas and thought to define their personality.

1.5 The Relationship between Approaches and the Curriculum Instruction

Education is the field where progression and development is a mandatory task. The connection between curriculum, instruction, and approaches is not at hand for scholars, and educators. To begin with the curriculum that refers, to the content that should be taught in the classroom setting. On the other hand, instruction sets the motions for methods and strategies that are used to teach that content. Moreover; approaches unfold exhaustively the highlighted perspectives and philosophy to trigger the teaching and learning final form.

There are several approaches to the curriculum instruction founded by educators and scholars. These approaches can serve certain aspects in reverse they overlook other aspects. Hence, we can illustrate on some of these approaches in the following:

- 1) **Direct instruction:** it is a teacher centred – approach that defines the importance of transmitting the information from teacher to the learner, it is widely known that this category of approach implemented in subjects like science and mathematics, where the knowledge should be comprehend utmost.
- 2) **Constructivism:** is student-centred approach that sheds the light on the on assisting students to discover and to be engaged in the learning process. This type of method can be found in subjects like: language arts, social studies. It prompts student's critical thinking and problem solving.
- 3) **Enquiry-based learning:** is a student-centred approach that emphasize on the shared learning, where students are enabled to enquire and to take part in learning process, also to conduct a research, and to explore innovative ideas. This method serves the critical thinking, problem solving, and research skills development. Thus, it constructs the grounds for learners-centeredness.

Factors that Affect the Curriculum Instruction:

- 1) **The school's culture:** it is one of the factors that can have an interval point that aims on the transition of the instruction, and how it should be conquered by the teachers. For instances, some teachers tend to foster direct instruction approach, so the academic achievement for students is a must.
- 2) **The teacher's personality:** the personality of a teacher can be key player in presenting the instruction for the learner. To illustrate, the extraverted teacher can rely more on the student-centred approach to make the class vivid.
- 3) **The resources that are available:** the materials and resource can whether make the class more sophisticated or it can held the learning process, so teachers can meet difficulties to transmit the information. For example a teacher who is more capable to use ICT's he might use the direct method or the problem-based approach.

The intricate relationship between curriculum and instruction gives the teachers the right to compel the factors and approaches that serve the course need. Hence, designed comprehensible objects by the teacher can be fulfilled.

Instructing Curriculum through the Dogme Approach:

The Dogme approach instructed on communicative teaching bases the conversation-based learning is the core bone of constructing courses. Teachers should lessen reliance on materials and emergent language. It is a creed in the Dogme approach for teachers to tackle nowadays topics that are an incentive for learners. Thus, learners would see it as an opportunity to address their ideas and thoughts in practical situations.

In the process of the in structuring a curriculum the teacher should maintain the following:

- 1) **Start with a conversation:** the initial phase in the Dogme approach lesson is to proceed in conversation with the students. The subject of the conversation has to piques the interest of the students. The teacher has to guide gradually the conversation. Thus, through the learning process that teacher can cover the lesson objects.
- 2) **Use materials-light employment:** the Dogme's teaching approach blatantly encourages teachers to overlook the usage of teaching materials, textbooks, and worksheets, as for all the traditional methods. Contrariwise, teachers are emboldened to integrate more vivid resources. To illustrates, there are magazines, newspaper, movies, and music. The real-life material sets in motion experiences for students to be centred. Rather than the prescribed material.
- 3) **Focus on emergent language:** the Dogmatist teachers consider emergent language as a core principle. Furthermore, inductive grammar rules and vocabulary lists elevate students' repertoire to communicate in meaningful patterns. The course can accelerate the productive and receptive skills of the learners. As a result, opportunities would be available for all the learners, and teachers plan an exhaustive course that fosters learners' four skills.

It is challenging the usage of the Dogme approach in curriculum instruction. However, it can yield splendid outcomes. If teachers execute it properly, it can accompany learners to sophisticate profound comprehensible bases of the target language to utter it in a significant context.

Additional Pointer to Construct a Curriculum through the Dogme Approach

Flexible: the Dogme approach is dynamic flexible approach. It gives the teacher a space to implement different teaching method to cope with heterogeneous classes.

Creative: Creativity is the prowess that strengthens teachers' mechanisms to teach in varied settings. To think out of the box, and sing out of tune. In other words, creativity takes the teaching and learning process to a new dimension that sets the profound to conquer students' repertoire in internalizing the target language.

Patient: Learning a new language never was a process at hand. It requires time and effort, undoubtedly patience. Educators must digest that learners tend to refrain from immediate progress. Thus, educators must have the long breath and the spirit to overlook discouragement.

First Experience in Instructing a Lesson using the Dogme Approach at Middle School:

In the beginning, I prepared the setting for the lesson. I arranged the tables in round shapes and then posted flashcards about the lesson's topic. Then I installed the data show on the board. After the students sat on the tables, I was sitting in the middle; I commenced to move around the students. After greeting the learners and warming up them about the importance of saving nature. I asked the first question.

Teacher: what do you think about this image (the image shows manufacturers and air pollution?)

Student: a cloud of smoke coming from the building.

Teacher: what do we call this building?

Student: used the first language to describe the building.

Teacher: This is a manufacturer.

Student: we have seen this kind of manufactures before in the city.

Teacher: do you think the smoke that is coming from the manufacturers is harmful to nature?

Student: Yes, I think it causes air contamination.

Student: I do not think only manufacturers are responsible for the air contamination of cars too!

Student: we cannot live without cars or manufactured products.

Teachers use the data show to deploy a conversation (with subtitles) between mother and son about the importance of preserving the environment teacher asks the students to write new vocabulary and explain them. (Emerging language)

Teacher: What do you think about the second picture? (It contained water pollution and remnants like plastic bottles).

I asked them to use new vocabularies they grasped during the last dialogue.

Teacher: Can you swim on a beach like this?

Student: No, I cannot swim.

Student2: once we had to swim on a beach like this because other beaches were far from where I live.

Student: did you at least try to clean it before you swim.

Student: Yeah, we tried, but we could not remove all the dirt.

Teacher: who do you think caused all this?

Student: humans.

Student: I have seen many careless people on the beach.

Teacher: Can you write down a small paragraph on how we should protect nature?

Students: yes.

Teachers: wander around the students to correct grammar and spelling mistakes.

2. Conclusion

Instructing Dogme approach lesson was a promising one. I have sensed an enthusiastic class that all learners would contribute and discuss their perception of the lesson's topic. The learners did not feel the time. However, we enjoyed listening to each other opinions. As a teacher, I gave them some instructions about the lesson. To illustrate, vocabulary to use during the discussion. I was fascinated when I witnessed students with timid and introverted problems doing their best to communicate and make themselves heard. In future, I desire to manage and master the Dogme approach principles so I can emerge grammar rules in a fruitful discussion session.

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