



VNU Journal of Foreign Studies

Journal homepage: <https://jfs.ulis.vnu.edu.vn/>

“I CAN NOW GET ACTIVELY ENGAGED IN DIFFERENT CONVERSATIONS” - EFL STUDENTS’ VOICES ON THE USE OF THE DOGME ELT APPROACH IN ENGLISH-SPEAKING LEARNING

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Received 12 August 2025

Revised 14 January 2026; Accepted 03 February 2026

Abstract: The Dogme English language teaching (ELT) approach is believed to promote EFL students’ ability to use the target language naturally and effectively; nonetheless, this approach is still underexplored in various contexts. This embedded mixed-methods study examines Vietnamese EFL students’ perceived impacts of the Dogme ELT approach on their English-speaking learning. 90 high school EFL students were conveniently selected to complete a questionnaire, while 10 of them voluntarily took part in interviews. This study employed quantitative analysis through SPSS software alongside qualitative content analysis. The findings demonstrated that the participants regarded the Dogme ELT approach as effective for fostering their English-speaking learning, particularly by augmenting their speaking willingness, increasing their speaking engagement, dedicating more time to practice, and advancing English-speaking proficiency. The pedagogical values can be derived from this study in relation to the use of the Dogme ELT approach in fostering EFL students’ speaking language skills and enriching their broader language learning experience.

Keywords: Dogme, EFL students, impact, mixed-methods study, speaking skills

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<https://doi.org/10.63023/2525-2445/jfs.ulis.5592>

“EM GIỜ ĐÂY CÓ THỂ CHỦ ĐỘNG THAM GIA CÁC CUỘC TRÒ CHUYỆN KHÁC NHAU” - TIẾNG NÓI CỦA NGƯỜI HỌC NGOẠI NGỮ VỀ VIỆC ÁP DỤNG HƯỚNG TIẾP CẬN DẠY TIẾNG ANH DOGME TRONG HỌC NÓI TIẾNG ANH

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Nhận bài ngày 12 tháng 8 năm 2025

Chỉnh sửa ngày 14 tháng 01 năm 2026; Chấp nhận đăng ngày 03 tháng 02 năm 2026

Tóm tắt: Hướng tiếp cận dạy tiếng Anh Dogme (Dogme ELT) có thể tăng khả năng sử dụng ngôn ngữ đích của người học một cách tự nhiên và hiệu quả. Tuy nhiên, hướng tiếp cận này chưa được nghiên cứu ở nhiều ngữ cảnh khác nhau. Nghiên cứu này sử dụng phương pháp hỗn hợp lồng ghép để khảo sát nhận thức của học sinh về tác động của hướng tiếp cận Dogme ELT đối với việc học nói tiếng Anh. 90 học sinh của một trường phổ thông được chọn theo mẫu thuận tiện tham gia trả lời bảng khảo sát, trong số đó có 10 học sinh tình nguyện tham gia phỏng vấn. Dữ liệu định lượng được phân tích thông qua phần mềm SPSS, và dữ liệu định tính được phân tích theo hướng phân tích nội dung. Kết quả cho thấy học sinh đánh giá hướng tiếp cận Dogme ELT là hiệu quả trong việc học nói tiếng Anh, cụ thể là tăng sự sẵn sàng tham gia nói, nâng cao mức độ tham gia các hoạt động nói, dành nhiều thời gian hơn cho việc luyện tập nói, và cải thiện năng lực nói tiếng Anh. Nghiên cứu đưa ra một số giá trị sự phạm liên quan đến việc áp dụng hướng tiếp cận Dogme ELT trong việc phát triển kỹ năng nói của học sinh học ngoại ngữ và làm phong phú thêm trải nghiệm học ngôn ngữ cho học sinh.

Từ khóa: hướng tiếp cận Dogme, học sinh, tác động, phương pháp hỗn hợp, kỹ năng nói

1. Introduction

Researchers (e.g., Celce-Murcia et al., 2014; Ellis, 2003; Larsen-Freeman, 2013; Nunes & Faciola, 2023; Tran & Duong, 2018) have underscored the significance of communicative competence in second/foreign language education, so a range of teaching methods and approaches have been deployed in language teaching classrooms to foster learners' communicative competence. Within the realm of English language education, a shift toward methods/approaches prioritizing authentic communication has been observed. The Dogme English language teaching (ELT) approach is deemed one of the teaching approaches aiming to develop learners' communicative competence (e.g., Abdalgane et al., 2024; Meddings & Thornbury, 2017; Thornbury, 2005). It advocates for a minimalistic and conversation-driven classroom environment and prioritizes authentic and meaningful communication over-reliance on prescribed textbooks or predetermined lesson plans (Thornbury, 2005). In other words, instead of knowledge being passively transferred from instructors or textbooks to students, it is actively co-constructed through the interaction between teachers and students and or among

students themselves. Dogme ELT, as an instructional approach, does not rely heavily on external materials and instead prioritises the immediate and pertinent interests of students within the learning environment (Thornbury, 2006), and it aims to maintain student engagement and enjoyment and mitigate the potential stress and monotony related to the language learning (Meddings & Thornbury, 2017). Moreover, the Dogme ELT approach emphasises the utilization of authentic materials and real-world contexts to facilitate language learning, and learners are encouraged to engage in spontaneous conversations and interactive tasks which reflect their immediate needs and interests; therefore, learners are exposed to the target language as it is naturally used, enabling them to develop their communicative competence and fluency (Gökmen, 2024; Meddings & Thornbury, 2017). Hence, the Dogme ELT approach, which represents a shift toward more learner-centered and conversation-driven approaches in ELT, promotes learner autonomy, encourages spontaneous interaction, and boosts language acquisition through collaborative engagement and meaningful interactions (e.g., Janfeshan et al., 2023; Sarani & Malmir, 2019; Thornbury & Meddings, 2001).

English is regarded as one of the main foreign languages in different EFL contexts including Vietnam, remaining a mandatory subject at all levels of education. Driven by globalization and economic development, English has gained its prominence as a pivotal foreign language (Amalia et al., 2024; Dwijayani, & Musigrungsi, 2022), and a growing demand for English proficiency in such sectors as business, tourism, and education is witnessed (Tran & Duong, 2018). In addition, developing students' communicative competence in English has been underscored, so there has been a transition from conventional grammar-focused instruction to more communicative and interactive instruction, prioritizing meaningful language use, authentic tasks, and real-life communication (Tran & Seepho, 2016; Waluyo, & Bakoko, 2022). In this regard, Dogme ELT can be a potential teaching approach as it focuses on engaging learners in meaningful conversations and interactive tasks (Meddings & Thornbury, 2017).

Although there are studies supporting Dogme ELT implementation, few researchers have attempted to explore how teachers and students perceive the use of Dogme ELT in their daily teaching practice and its potentials for being applied in any non-Western setting like Vietnam where the teacher-student hierarchy may restrict the students to following exactly what the teachers instruct rather than having an equal conversation with the teachers and indicating here-and-now needs for the teachers to address right away. Additionally, the Dogme ELT approach has not been in the center of research in Vietnam, except a literature review by Nguyen and Bui (2020) pointing out its potentials for connecting the gaps between theory and practice in language teaching, taking the materials-preparing burden off the teachers' shoulders, addressing students' here-and-now needs, and emphasizing the teachers' role in scaffolding the language that emerges. To that void, this preliminary study delves into EFL students' perceived impacts of the Dogme ELT approach on their English-speaking learning at a high school in Vietnam. The following is the research question:

What are EFL students' perceived impacts of the Dogme ELT approach on their English-speaking learning?

Upon its completion, this study is theoretically hoped to enrich the theoretical framework of Dogme ELT as an alternative method, and it underscores its significance in creating an inclusive and supportive learning environment which acknowledges and values students' perspectives and experiences. It also contributes its part to the body of literature on student-centered and material-light approaches which highlight the role of emergent language and conversation-driven teaching. Practically, the research findings will provide valuable

insights for stakeholders including teachers, students, and administrators in recognizing the benefits of Dogme ELT in enhancing students' communicative competence. By understanding the impacts of the Dogme ELT approach on students' speaking learning, teachers will use the interaction-based approaches flexibly in their ELT. The results further support teachers in creating supportive and interactive classrooms, which results in facilitating students' motivation and engagement.

2. Literature Review

The Dogme ELT, an approach to ELT, advocates for a minimalist and conversation-driven approach in the language classroom. It can be used in real language classes in a variety of teaching and learning scenarios (Meddings & Thornbury, 2017). It is an approach that focuses on the students and uses the language as it emerges in the classroom as much as possible while relying as little as possible on resources like course books and technology. To put it simply, instead of being passed down from instructors or textbooks to students, knowledge is co-constructed by the students and teachers or by the students themselves. Rather than being a material-dependent pedagogy, Dogme ELT "grounded in the local and relevant concerns of the people in the room" (Thornbury, 2006, p. 70) and "help to maintain engagement and enjoyment through what can be a stressful and somewhat monotonous time" (Meddings & Thornbury, 2017, p. 95).

The deployment of the Dogme ELT approach has been found to have positive impacts on students' English-speaking learning. Thornbury and Meddings (2001) state that this approach can encourage and empower students to be more inclined and self-assured in speaking English. Simply put, the Dogme ELT approach is believed to enhance students' communication willingness in English (Sarani & Malmir, 2019). In this regard, through extended conversations, students have the opportunity to generate ideas for speaking and determine how their language should develop organically, and they actively participate in shaping the emergence of their language during these discussions. Conversation is the most effective way, according to Dogme ELT, to improve fundamental interpersonal communication skills (Jeyaraj, 2017). Thornbury (2005) emphasizes that the interaction between teacher and students and between students themselves is the direct path to learning. According to Thornbury (2005, 2009, 2013), Dogme ELT can enhance learners' conversational skills and speaking abilities, as well as inspire and motivate them to feel more motivated and confident to speak in English. Likewise, Ushioda (2011) states that the Dogme approach focuses on conversational interaction in which communication is authentic and learner-driven rather than pedagogically contrived and controlled by the teacher.

Additionally, the Dogme ELT approach is believed to boost students' English-speaking engagement, time, and enhancement. According to Thornbury (2005), this approach emphasises teacher-student interactions and peer-to-peer engagement, as the central mechanism for learning. Thornbury (2013) mentions that the Dogme ELT approach has the potential to improve students' conversational skills and speaking proficiency, and it also serves as a source of inspiration and motivation for them to feel more confident and motivated in using English for communication. Ushioda (2011) pinpoints that the Dogme approach highlights natural and student-based communications. Ghazal and Singh (2014) argue the rejection of inauthentic materials and the promotion of learner-designed materials in the Dogme ELT approach is an empowering approach since it allows language students to be responsible for their learning progress, which can enable students to have a sense of responsibility for their development. By

shifting from passive recipients of knowledge to active co-constructors of knowledge, learners become more engaged and invested in their learning journey. Similarly, Cuervo Vera (2021) shares that when the class depends less on the instruction materials, there are more opportunities for conversations for language development. Moreover, Daguiani (2022) asserts that students can utilise newly acquired vocabulary and grammar in impromptu speech and take part actively in conversations which are not planned or scripted. In brief, the Dogme ELT approach can have positive impacts on students' willingness for communication, speaking engagement, speaking time and speaking skill enhancement.

Existing research has explored the impacts of Dogme ELT in various contexts. Internationally, Sayed (2016) examined the impacts of the Dogme approach on EFL majors' speaking and essay-writing abilities. Forty-eight students were sampled from Northern Borders University in Saudi Arabia and were randomly divided into two groups. One group was taught using the unplugged teaching approach, while the other followed a traditional coursebook-based syllabus. The findings revealed that students taught with the Dogme ELT achieved significantly better results in speaking and writing than those in the textbook-based group. In 2019, Sarani and Malmir did an experiment to assess L2 students' oral skills and communication willingness under the Dogme ELT approach. They found that this approach was only beneficial for advanced students, while upper-intermediate students remained uncertain due to the unimprovement in their oral skills and communication willingness. Additionally, they also found that intermediate students showed negative attitudes toward the used approach and were in favor of the conventional teaching approach. This study involved forty-four students and found that this approach significantly improved both research areas. Cuervo Vera (2021) conducted an action research project to address low willingness of communication in English in 6th graders at a local bilingual primary school, using Dogme ELT. The specific aims of the study were to determine how Dogme ELT may affect learners' willingness to communicate and to learn their perceptions of this student-centered approach. The research used a mixed methodology, gathering information via class observations, interviews, Likert-scale surveys, and open-ended questionnaires. The study revealed that the students showed more willingness to communicate in the target language with a higher frequency and lengthen their utterances during conversations including topics about themselves, their interests, their life events, rather than during coursebook-based speaking activities. In another context, Daguiani (2022) undertook a study on 40 second-year English major students at Mohamed Kheider University of Biskra to determine the degree to which Dogme ELT would help second-year English students improve their speaking abilities in oral classes. A mixed-methods design was adapted by using pre-test, post-test, and focus group interview. Results showed that the experimental group's students had statistically higher speaking performance levels.

In Vietnam, the field of Dogme ELT has not been in the center of research, except a literature review by Nguyen and Bui (2020) pointing out its potentials for "bridg[ing] the gaps between theory and practice in language teaching" (p. 180), taking the materials-preparing burden off the teachers' shoulders, addressing students' here-and-now needs, and emphasizing the teachers' role in scaffolding the language that emerges. The review also implies the gaps that need further research, one of which concerns how teachers and students perceive the use of Dogme ELT. In brief, in an EFL context like Vietnam, it is noticed that the Dogme ELT approach is still alien to instructors, teachers, and students, so empirical research on this approach is scarce. Therefore, this study aims to scrutinize its effects on Vietnamese EFL students' English-speaking learning.

3. Research Methodology

3.1. Research Site and Participants

This study employed an embedded mixed-methods design and adapted the pragmatic worldview (Creswell & Creswell, 2018) to explore the impacts of the Dogme ELT approach on EFL students' English-speaking learning. As such, the study employed the questionnaire as the main source of data supported by interviews as the secondary source of data. The research site was a Vietnam-based high school where English is taught as one of the main foreign languages. Regarding the implementation of the Dogme ELT approach, students had extra speaking classes apart from their formal English classes. Each extra speaking class lasted 45 minutes, and students had this class once a week over a period of 12 weeks. All students were voluntary to take part in this class. Within each class, the teacher elicited topics from students' interests and needs and encouraged students to talk by asking them open-ended questions and group discussions. The teacher then provided students with some language (e.g., vocabulary, structures, prompts). Next, students were required to discuss the topics in groups. Finally, the teacher provided feedback and recycled language.

A group of 90 students in grade 11 were conveniently sampled as they had experience in taking extra speaking classes using the Dogme ELT approach. As for their language proficiency, most of them (70%) possessed their English proficiency at the pre-intermediate level, while some of them (10%) had their English at the intermediate level, and the rest (20%) were at the elementary level. More than two-thirds (80%) of students allocated less than two hours to their English-speaking practice, and the rest (20%) spent from two to three hours practicing their English speaking on a weekly basis. What is more, only a few students (5.4%) had a chance to travel to English-speaking countries.

3.2. Research Instruments

This study adopted a questionnaire and interview to collect the data. The questionnaire was closed-ended, encompassing two main sections: Section A seeks respondents' personal information; Section B (the questionnaire content) consists of 19 items divided into four groups: (Group 1) willingness for communication (7 items); (Group 2) English-speaking engagement (4 items); (Group 3) English-speaking time (4 items); and (Group 4) English-speaking skill enhancement (4 items), and they feature a five-point Likert scale in terms of agreement. We adapted the questionnaire from MacIntyre et al.'s (2001) study and Meddings and Thornbury's (2017) theories and modified it. The questionnaire in English was designed, and a confirmatory factor analysis was conducted to validate it (Yong & Pearce, 2013). It was then converted into the respondents' mother tongue. The questionnaire's internal consistency ($\alpha = .83$) was calculated, indicating a high level of reliability.

Guided by the questionnaire content and research purpose, six main interview questions in English were designed to get insights into the impacts of the Dogme ELT approach on EFL students' English-speaking learning. The questions focus on students' willingness for communication (2 items), English-speaking engagement (1 item), English-speaking time (1 item), and English-speaking skill enhancement (2 items). The interview questions were translated into Vietnamese and were double-checked by English teachers for accuracy.

Prior to the official study, the instruments were piloted with ten purposively sampled students who were asked to provide feedback in terms of the format and content of the instruments while giving answers. The instruments were then modified accordingly.

3.3. Data Gathering and Processing

To gather the data, two classes were approached and administered the questionnaire. The respondents were given a brief explanation before they answered the questionnaire which took them approximately 15-20 minutes. After that, all answered copies of the questionnaire were collected and double-checked for validity. Then, ten students were invited for focus group interviews which were conducted in groups (2 groups of 3 and 1 group of 4). The interviews were conducted in Vietnamese for 30-40 minutes each and recorded with the interviewees' consent.

To process the data, the questionnaire data were processed descriptively, using the SPSS software. The Likert interval scale within a .60 range (strongly disagree to strongly agree) were used (Pimentel, 2010). With respect to the interview data analysis, content analysis approach was deductively conducted. All the recordings were transcribed and returned to the interviewees for content verification. Then, the transcripts were translated into English and double-checked for clarity and accuracy by three experienced English teachers. Next, we labelled interviewees as S1, S2, S3 to S10. After that, the transcripts were read several times. Based on the theoretical framework, the data were identified as categories and themes (e.g., willingness for communication, English-speaking engagement, English-speaking time, and English-speaking skill enhancement). Finally, two experienced researchers were invited to re-analyse three randomly chosen pieces of data for data validity and reliability. The convergent results were at least 90% for acceptance, and minor variations were resolved through discussion.

4. Results

4.1. Impacts of the Dogme ELT Approach on EFL Students' English-Speaking Learning

As presented in Table 1, there are four aspects (willingness to communicate, English-speaking enhancement, English-speaking time and speaking skill enhancement) under the impacts of the Dogme ELT approach on EFL students' English-speaking learning whose average mean score was 4.34 (SD = .45) out of five. Among these aspects, willingness for communication was 4.43 (SD = .47), followed by that of English-speaking skill enhancement (M=4.38; SD=.49) and of English-speaking time (M=4.27; SD=.51). The mean score of English-speaking engagement was 4.23 (SD=.52). The results revealed that the Dogme ELT approach-based classes were significantly beneficial for EFL students' English-speaking learning. In short, the Dogme ELT approach was strongly viewed as effective in boosting EFL students' willingness for communication, English-speaking engagement, time, and enhancement.

Table 1

Impacts of Dogme ELT Approach on EFL Students' English-Speaking Learning

No.	Components	N = 90	
		M	SD
1	Willingness for communication	4.43	.47
2	English-speaking engagement	4.23	.52
3	English-speaking time	4.27	.51
4	English-speaking skill enhancement	4.38	.49
	Average	4.34	.45

4.2. EFL Students' Willingness for Communication

With respect to willingness for communication (7 items) in Table 2, most EFL students strongly believed that after the Dogme ELT approach-based classes, they were willing to share

“[their] thoughts in groups” (item Q1: M=4.48, SD=.50) and “[their personal experiences confidently” (item Q5: M=4.43, SD=.52), “communicate with [their] teachers” (item Q6: M=4.44, SD=.52), and “start conversations with others freely” (item Q2: M=4.42, SD=.49). Additionally, they were highly willing to “communicate with others” (item Q3: M=4.42, SD=.52), “present [their] ideas without hesitation” (item Q4: M=4.41, SD=.51) and “discuss with [their] peers confidently” (item Q7: M=4.41, SD=.53). In brief, the Dogme ELT approach was believed to enhance EFL students’ willingness for communication in English.

Table 2*EFL Students’ Willingness for Communication*

No.	After the Dogme ELT approach-based classes, I am willing to use English to...	N = 90	
		M	SD
Q1	share my thoughts in groups.	4.48	.50
Q2	start conversations with others freely.	4.42	.49
Q3	communicate with others.	4.42	.52
Q4	present my ideas without hesitation.	4.41	.51
Q5	share my personal experiences without fear of mistakes.	4.43	.50
Q6	communicate with my teachers.	4.44	.52
Q7	discuss with my peers confidently.	4.41	.54

Aligned with the quantitative results, the qualitative ones indicated that all the interviewees showed a strong willingness to communicate in English after the Dogme ELT approach-based classes. They shared:

I used to be hesitant to speak English in class, but the Dogme ELT approach allows me to talk about myself or things relevant to me. Therefore, I feel more willing to use the English language. (S1)

I like the Dogme ELT approach-based classes since I can engage in spontaneous discussions with my peers. After all, I have a strong willingness to speak English. (S5)

I think the Dogme ELT approach-based classes are effective because they can boost students’ willingness to speak English. (S9)

In brief, the Dogme ELT approach had a positive impact on students’ willingness to communicate in English as it provides students with opportunities for enhancing their relevance and spontaneous peer interaction and fostering their communicative confidence.

4.3. EFL Students’ English-Speaking Engagement

The results in Table 3 show the impacts of the Dogme ELT approach-based classes on EFL students’ English-speaking engagement. They strongly agreed the Dogme ELT approach “[involved them] in spontaneous and meaningful interaction” (item Q8: M=4.32, SD=.59) and “[boosted their] engagement in English-speaking classes” (item Q9: M=4.21, SD=.64). Additionally, the Dogme ELT approach could “motivate [them] to actively participate in speaking activities” (item Q10: M=4.26, SD=.61), and “encourage [them] to get engaged in class discussions naturally” (item Q11: M=4.16, SD=.70).

Table 3*EFL Students’ English-Speaking Engagement*

No.	I think that the Dogme ELT approach....	N = 90	
		M	SD
Q8	involves me in spontaneous and meaningful interaction.	4.32	.59

Q9	boosts my engagement in English-speaking classes.	4.21	.64
Q10	motivates me to actively participate in speaking activities.	4.26	.61
Q11	encourages me to get engaged in class discussions naturally.	4.16	.70

The qualitative results indicated that participants confirmed that the Dogme ELT approach was effective for their English-speaking engagement. Some significant extracts are:

...the Dogme ELT approach-based classes enable me to get actively engaged in conversations with my peers and teacher. Therefore, I tend to interact with others in English more often. (S7)

...in Dogme ELT approach-based classes, I speak English with others more naturally and am eager to engage in topics relevant to and meaningful for my everyday life. (S8)

To conclude, students’ English-speaking engagement was enhanced by the Dogme ELT approach. They could interact using more natural language and showing greater eagerness to participate in personal discussions. Additionally, the Dogme ELT approach could encourage students’ active involvement and sustain their engagement in English-speaking activities.

4.4. EFL Students’ English-Speaking Time

As seen in Table 4, participants strongly reckoned that the Dogme ELT approach-based classes could “encourage [them] to speak in English more than other language skills” (item i12: M=4.20, SD=.67), “keep [them] engaged in class discussions” (item i13: M=4.34, SD=.56), “facilitate [them] to extend [their] speaking (item i14: M=4.29, SD=.62) and “provide [them] with more speaking opportunities (item i15: M=4.26, SD=.66). This finding implies that the Dogme ELT approach was viewed as effective in increasing EFL students’ speaking time in Dogme ELT approach-based classes.

Table 4

EFL Students’ English-Speaking Time

No.	I think that the Dogme ELT approach can....	N = 90	
		M	SD
i12	encourage me to speak in English more than other language skills.	4.20	.67
i13	keep me engaged in class discussions.	4.34	.56
i14	facilitate me to extend my speaking.	4.29	.62
i15	provide me with more speaking opportunities.	4.26	.66

Qualitative results from the interviews backed up the quantitative ones. The interviewed students stated that they could get involved more in English-speaking time in Dogme ELT approach-based classes.

Dogme ELT approach-based classes offer different topics relevant to my interests and experiences, so I tend to speak English a lot....(S3)

...I spend a lot of time speaking English in Dogme ELT approach-based classes. I love this, and I can now get actively engaged in different conversations. (S7)

Overall, students tended to speak English more frequently and take part in English-speaking activities actively in Dogme ELT approach-based classes.

4.5. EFL Students’ English-Speaking Skill Enhancement

EFL students (Table 5) strongly concurred that the Dogme ELT approach helped them to "speak English more spontaneously" (item i16: M=4.40, SD=.51), "speak English more effectively in impromptu discussions " (item i18: M=4.38, SD=.55). What is more, it helped students to "speak English more fluently" (item i19: M=4.38, SD=.53) and "use English more

appropriately in different contexts" (item i17: $M=4.34$, $SD=.52$). Thus, the Dogme ELT approach was effective for EFL students' English-speaking skill enhancement.

Table 5

EFL Students' English-Speaking Skill Enhancement

No.	I think that the Dogme ELT approach helps me....	N = 90	
		M	SD
i16	to speak English more spontaneously.	4.40	.51
i17	to speak English more effectively in impromptu discussions.	4.34	.52
i18	to speak English more fluently.	4.38	.55
i19	to use English more appropriately in different contexts.	4.38	.53

Aligning with the questionnaire results, most interviewees acknowledged that the Dogme ELT approach could enable them to boost their English-speaking proficiency. Since they could use the language suitably in different situations.

I feel that I have improved my speaking ability within Dogme ELT approach-based classes. I tend to speak English more and engage in different speaking activities. I am now more confident speaking English without fear of mistakes. (S2)

...since the Dogme ELT approach-based classes offers more opportunities to speak English, I can improve my speaking proficiency and speak English more naturally and confidently. (S10)

Taken together, the Dogme ELT approach positively improved students' English-speaking proficiency. Thanks to various opportunities for natural interactions, students became more confident speaking English.

5. Discussion

The findings of this study, derived from both questionnaire and interview data, suggested that EFL students perceived the Dogme ELT approach as effective in strengthening their English-speaking learning regarding communication willingness, speaking engagement, speaking time, and speaking enhancement. In relation to EFL students' communication willingness, students in this study expressed a strong agreement that their willingness to engage in English-speaking conversations increased after learning with the Dogme ELT approach. This heightened communication willingness could be attributed to the opportunities they had to practice English both within and beyond the classroom. Additionally, the majority of students (82.0%) dedicated a significant amount of time to practising English weekly, which may contribute to their increased communication willingness. Furthermore, participants have recognised the significance of English, so they may become more enthusiastic about taking part in speaking activities. These findings were supported by Sarani and Malmir's (2019) study which unraveled that the Dogme ELT approach enhanced students' communication willingness in English, especially proficient students who tended to use English more freely. As asserted (Bergil, 2016), students having a strong willingness are autonomous, partake in out-of-class language activities, and use English for spontaneous and meaningful communication. It can thus imply that students' communication willingness can be fostered within the Dogme ELT approach-based classes since they can get prepared to utilise the target language effectively and purposefully in real-life contexts.

It was also found that EFL students engaged more in speaking activities within the Dogme ELT approach-based classes. This impact was attributed to the approach's nature to

foster authentic interactions, such as negotiation, sustained conversations, and greater use of English in the classroom. Over the course of implementing the Dogme ELT approach, students tended to use English more and more frequently in various ways to discuss their interests and experiences naturally and freely.

Plus, EFL students enhanced their English-speaking proficiency, resulting from their active engagement in spontaneous speech, impromptu discussions, and other speaking activities. Such findings may be due to the fact that students have learned English for years and experienced various teaching methods/approaches, so they may realise its important status and the benefits of Dogme ELT approach. Students in Dogme ELT approach-based classes had various opportunities to increase their speaking engagement, time, and proficiency. These findings resonated with Sarani and Malmir's (2019) study, which underscored that the Dogme ELT approach prioritised the language teaching based on students' individual needs, desires, and preferences through spontaneous communication in a supportive classroom environment, as opposed to depending on outdated and less inspiring ready-made materials. In essence, providing interesting, motivating, and up-to-date instructional materials in language classrooms can enhance students' eagerness and readiness to engage in meaningful interactions with their classmates and instructors (Meddings & Thornbury, 2017).

6. Conclusion

The study explored the impacts of the Dogme ELT approach on EFL students' English-speaking learning, and found that the deployment of the Dogme ELT approach-based classes had positive impacts on EFL students' English-speaking learning as their communication willingness, speaking engagement, speaking time, and speaking proficiency were enhanced. Most students believed that the Dogme ELT approach could provide them opportunities to speak English in a natural way as they could get engaged in authentic interactions, meaning negotiation, interest and experience-based conversations, and unplanned discussions, which could trigger their speaking motivation and deepen their English language repertoire.

Relevant pedagogical implications are proposed from such conclusions. Firstly, as the Dogme ELT approach is believed to have positive effects on students' English-speaking learning, teachers should be formally trained on how to implement this approach appropriately and effectively. It is crucial for teachers to be able to identify the individual needs of students as this enables them to motivate and engage students in authentic interactions and conversations which are relevant to their interests, preferences, and concerns. Students are generally willing to share their own ideas confidently. Teachers can encourage students to take part in pair and group activities in which they can build connections with their peers, engage in open discussions, and share their thoughts openly. Additionally, the ultimate objective of teaching speaking skills should not be limited to adhering strictly to predefined content in textbooks. It is important to provide flexibility and cater to students' specific preferences. Therefore, teachers should encourage students to use their ideas as prompts for their practice. By allowing students to discuss topics they are interested in or have a personal connection to, their comfort and enthusiasm for learning will be enhanced, leading to more effective speaking lessons.

Unavoidably, this study showed some limitations. Firstly, this study was based on research participants' perceptions, not an experimental study. Secondly, this study only involved a group of 90 students who were conveniently sampled from one high school. Thirdly, the findings were based on students' self-reported perspectives from a questionnaire and interview. Such limitations could lead to bias and a lack of sample diversity and limit the

applicability of the findings to broader contexts. Therefore, the findings should be confirmed by further studies which may employ a mixed methods quasi-experimental design to examine the speaking improvement via the implementation of the Dogme ELT approach. Additionally, future studies should get a larger and more diversified sample so that the findings can be generalized and confirmed.

Acknowledgments

We are sincerely grateful to all participants for their voluntary participation and to stakeholders (teachers and administrators) in the research context for their generous support as well as reviewers for their constructive comments.

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