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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme:

THE DOGME APPROACH AND SPEAKING SKILL

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Ana Jazmina Vera de la Torre, holder of the I.D No. 180124934-1, in my capacity as supervisor of the Research dissertation on the topic: "THE DOGME APPROACH AND SPEAKING SKILL" investigated by Miss. Gabriela Mishell Chuquitarco Guagchinga with I.D No. 055010795-7, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "THE DOGME APPROACH AND SPEAKING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "THE DOGME APPROACH AND SPEAKING SKILL" which is held by Gabriela Mishell Chuquitarco Guagchinga undergraduate student from Carrera de Idiomas, academic period September 2023 – January 2024, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

TO:

       Jehovah God who gives me life, health and emotional support to face heavy situations and help me to reach my goals. It is important to mention that I am really grateful to people who I love, my parents, Luis and Martha, my older sister and brother, my cousins, aunts, and uncles, without their moral support and love, I would not have been able to complete this important part of my life.

Mishell

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Topic: The Dogme approach and speaking skill

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ABSTRACT

The purpose of this investigation is to recognize the effectiveness of the Dogme approach in speaking skill. The research was conducted using a pre-experimental research design, which means that there was the participation of one group who received a treatment. The sample consisted of 24 students from A1+ level of Unidad Educativa Glenn Doman. The instrument used to take the pre-test and post-test was a standardized Cambridge test (A2 Key for schools). The performances of learners were assessed in three criteria according to the Cambridge rubric corresponding to A2 level (grammar and vocabulary, pronunciation, and interactive communication). Likewise, the approach for this study was quantitative approach because it permitted gathering, analyzing and presenting the data obtained from the pre-test and post-test results in tables, and permitted contrasting the hypothesis. For evaluating the hypothesis, it was necessary to use the Wilcoxon test and the results led to accept the alternative hypothesis and reject the null hypothesis. The results indicated that the Dogme approach helped learners to improve and develop their speaking skills. Moreover, learners' motivation and participation increased because the material was based on their interests. Additionally, the application of the Dogme approach in classes promoted a good environment where learners felt comfortable to use and practice the English language in classes. In summary, this approach helped learners to enhance their grammar and vocabulary, pronunciation, and interactive communication.

Key words: The Dogme approach, speaking skills, interactive communication, learners.

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RESUMEN

El propósito de esta investigación es reconocer la efectividad del enfoque Dogma en la habilidad del habla. La investigación se realizó mediante un diseño de investigación pre-experimental, lo que significa que contó con la participación de un grupo que recibió un tratamiento. La muestra estuvo compuesta por 24 estudiantes del nivel A1+ de la Unidad Educativa Glenn Doman. El instrumento utilizado para la realización del pre-prueba y post-prueba fue un examen estandarizado de Cambridge (A2 Key for schools). El desempeño de los alumnos se evaluó en tres criterios según la rúbrica de Cambridge correspondiente al nivel A2 (gramática y vocabulario, pronunciación y comunicación interactiva). De igual manera, el enfoque de este estudio fue cuantitativo porque permitió recopilar, analizar y presentar en tablas los datos obtenidos de los resultados del pre-prueba y post-prueba, y permitió contrastar las hipótesis. Para evaluar la hipótesis se aplicó la prueba de Wilcoxon y los resultados llevaron a aceptar la hipótesis alternativa y rechazar la hipótesis nula. Los resultados indicaron que el enfoque Dogma ayudó a los estudiantes a mejorar y desarrollar sus habilidades orales. Además, la motivación y participación de los estudiantes aumentaron porque el material se basó en sus intereses. Adicionalmente, este enfoque ayudó a los estudiantes a mejorar su gramática y vocabulario, pronunciación y comunicación interactiva. En resumen, la aplicación del enfoque Dogma en las clases promovió un buen ambiente donde los estudiantes se sintieron cómodos al usar y practicar el idioma inglés en clases.

Palabras claves: El enfoque Dogma, habilidad del habla, comunicación interactiva, estudiantes.

CHAPTER I
THEORETICAL FRAMEWORK

1.1 Investigate background

It was required to explore academic articles and scientific journals taken from the internet to obtain information. The data came from reliable sites like ResearchGate, Google scholar, Science Open, Worldwide Science among others. The present study seeks to evaluate the Dogme approach and its influence on speaking skills.

Zhang (2023) carried out research in China. The author stated that the Dogme approach is compatible with modern teaching approaches and does not rely on coursebooks or technology, it relies on communication. In addition, the author explained the principles of Dogme Approach and discussed similarities and differences between Dogme and modern teaching approaches. The findings showed that high-level second language learners were more suitable to use the Dogme approach. Furthermore, it was better for inexperienced teachers to integrate Dogme approach's principles into traditional classes. Finally, the Dogme approach is comparatively effective when it is combined with mainstream teaching methods in different educational environments.

Teixeira and Assef (2023) developed a pedagogical proposal based on the implementation of the Dogme approach in a conversation course offered at the Federal University of Pará. Each class lasted about two hours and forty minutes. The population was nine people: seven men and two women, with ages from twenty-one to forty-one. The teacher used an online needs analysis form on Google forms to collect information about students' interests and preferences about the topics they like to talk about. At the end, results indicated that the Dogme approach is suitable for conversation classes because it helps teachers to include in their lessons topics and content that are relevant for students.

According to López (2023), the objective of the research was to suggest an innovative strategy based on the Dogme approach to help students to enhance their four English skills. The researcher carried out the study in Ecuador, Otavalo. The population was forty-five students (3rd BGU) from the República del Ecuador Educational Unit. The researcher used an experimental design. The researcher used a Likert scale to collect information about students' interests and preferences. The findings showed that Dogme approach had a positive impact on students because it includes topics and materials that are significant for each student.

Mohammed et al. (2023) examined the professors' attitudes and opinions towards the use of the Dogme approach to encourage speaking skills at the tertiary Level. The researcher adapted an analytical research methodology. The population was forty-nine English professors from different universities. The instrument used in this research was a seven-item questionnaire that was administered using Google forms. The results were positive because professors indicated that the Dogme approach promotes a communicative learning environment because it helps students to be motivated and participate in classes. Moreover, the findings showed that professors have to use different methods (such as warm-ups, oral questions among others) to include the Dogme approach in their lessons.

Imanat et al. (2023) investigated the efficacy of Dogme ELT method, also known as the Dogme approach, in enhancing learner's speaking skills. They also explored learners' opinions about Dogme ELT method in ESL classrooms. The researcher adapted content analysis as the data analysis method. The researcher used Google Scholar, Scopus, and Science Direct databases as instruments to collect information. The researcher concluded that the Dogme ELT method improved learners' speaking skills. In addition, the Dogme approach helps to engage and motivate learners to participate in discussions, interaction and rapports used in ESL classrooms.

According to Broadaway (2022), the Dogme approach was used to improve Japanese learners' confidence, attitude, autonomy, ability, and authenticity regarding English skills. The research was carried out in Japan. The population was first-year university students enrolled in elective speaking classes in the general liberal arts curriculum. The researcher created a course based on the Dogme approach. Students were assessed by using a rubric for their speaking and writing output. The research used a teacher-students interview about self-assessment, and a questionnaire to measure students and teachers' perceptions about the Dogme approach. The findings showed that students improved in five categories: confidence, attitude, autonomy ability, and authenticity. It is suggested to look for further information regarding the effectiveness of this approach.

Abduvokhidova (2022) discussed the principles of the Dogme approach and how to apply it in a classroom. The author stated that Scott Thornbury and Luke Meddingsare the supporters of this approach or 'movement'. They defined the Dogme approachas an approach that does not rely on textbooks, technologies, and manuals. It is basedon communication and interaction between the teacher and student. It can include a minimal use of materials to promote communication. The researcher concluded that the Dogme approach can be most effective if students use this approach from school to university. In addition, this approach enhanced learners' confidence in their skills to learn a foreign language.

Bulut and Babajanova (2021) investigated if Dogme online lessons can promote communication and confidence among students. The study followed an experimental method. It was carried out in Turkey. There were thirty-three participants who were aged between sixteen to fifty. The researcher applied a questionnaire that consisted ofthree items for the WTC scale (inside the classroom) and nineteen items for WTC scale(outside the classroom). The results showed that the Dogme approach helped participants to feel motivated to speak with relatives and friends. However, they refused to talk with native speakers in critical and formal situations. Nevertheless, participants developed fluency and self-confidence.

Rushton (2020) conducted a study in which the challenge was to find a version of Dogme approach that fits the Japanese EFL learning context. The Dogme approach has different versions because this approach can be flexible to the context. The researcher suggested that for Japanese EFL learners is better to combine the Dogme approach and textbook-based lessons. The researcher implemented the Dogme approach in three different ways: first, the adaptation of a coursebook lesson; second, topics generated by students; and third, stand-alone activities. The results indicated that the Dogme approach is useful for Japanese EFL learners because it motives learners to talk. Moreover, learners appreciated their teacher's feedback.

Öz (2020) devised a study to corroborate if the Dogme approach helps to create interactive lesson plans where learners can feel comfortable to speak. The study adapted a qualitative approach. The researcher used a survey and class observation to collect data. The findings concluded that the Dogme approach is suitable with pre-intermediate and above level learners who can participate and maintain a conversation. However, this approach is also suitable for lower-level learners because the teacher can provide guidance and scaffolding to help them to communicate. In addition, students felt comfortable and wanted to participate in speaking activities in classes.

Nguyen and Bui (2020) critically discussed the different aspects of the Dogme approach. The study followed a qualitative approach in which literature review and related studies were used to collect information. The findings indicated that the Dogme approach is an alternative to teachers who do not want to use textbooks in their lessons because teachers tend to depend on textbooks and do not promote learner-centered lessons. Additionally, the Dogme approach can be used with lower-level students because it promotes motivation and interaction which are the problems that students face in traditional classes. Finally, the Dogme approach can be combined with technology by using meaningful materials that promote learners' spontaneous talk.

Nureldeen (2020) investigated how gender, years of experience, and age group affect Egyptian EFL teachers' opinions regarding the Dogme approach. The study followed a qualitative approach and a quantitative analysis of data. The researcher used a questionnaire to collect data. The population was seventy Egyptian EFL teachers. The findings concluded that there is no relationship between teachers' opinions about the Dogme approach and the variables mentioned before. The researcher suggested investigating other teachers' opinions about different teaching approaches because the findings cannot be generalized to the entire population.

Once all previous studies have been analyzed regarding the Dogme approach to develop speaking skills, for this investigation, they are basis and support because they have proved the effectiveness in promoting and enhancing oral competence in English. In addition, these studies explained the Dogme approach's origin, characteristics, and the way in which each researcher used it to plan a class. This information helps to understand how to use the Dogme approach in the planification of lesson plans.

Theoretical framework

Independent variable: The Dogme approach

Language Learning

Kim (2020) stated that language is a system of communication based on words, sentences, and symbols (linguistic communication) and is used to exchange ideas, feelings, opinions, beliefs, knowledge among others. The author explained that people can communicate through expressions (non-linguistic communication), such as laughing, smiling, shrieking, raising eyebrows among others. On the other hand, Amberg and Vause (2009) indicated that language is a mean of communication that takes place in a social context. The authors explained that for effective communication it is essential that an understanding and recognition exists between language and people who use it.

Wahyuni (n.d.) pointed out that learning refers to the human process of acquiring new skillsand attitudes. This process does not stop at a certain age because human beings learn all the time, so learning is for life. Learning has individual and collective benefits. It is individual when a person develops new skills that help to get a job or create a business. On the other hand, it is collective when a person uses its new acquisition of knowledge to help others to learn. Learning is always related to schools, but learning can occur in different places such as at home, at parks, at playground, among others (Oxford University Press, 2007).

Learning in education is also called formal learning. Cameron and Harrison (2012) defined formal learning as the learning that takes place in educational institutions, andit is recognized by a certificate or degree. Formal learning is useful to obtain employment opportunities, have the satisfaction of getting knowledge about a specificcontent or subject, and take advantage of the course instruction that is imparted by experienced professionals.

Informal learning is defined as how a person learns from daily activities related to work, family, or free time (Cameron & Harrison, 2012). Merrian and Bierema (2014) identified four sub-types of learning related with informal learning: 1) self-directed learning in which the learner starts a learning activity or is guided in a learning activity that includes goals, resources, strategies, and evaluation of outcomes; 2) incidental learning in which an accidental product resulted from a learning activity; 3) tacit learning in which informal learning is based on personal experiences, intuition, or emotion; and 4) integrative learning in which occurs the integration of non-conscioustacit learning knowledge with conscious learning activities.

Non-formal learning is defined as the learning through a program, but it does not include a certification (Cameron & Harrison, 2012). Mok (2011) explained that the term 'non-formal learning' was developed by Coombs and Ahmed in 1970, and it appeared in a book entitled 'Attacking rural poverty: How nonformal education canhelp'. On the other hand, Reddy (2010) described non-formal learning as the use of activities outside the formal learning context. Cameron and Harrison

observed that non-formal learning and informal learning are essential in people's lifelong learning. According to Boileau (2017), there are seven principles for social context of informal learning that are 1) learning is essentially social, 2) knowledge is integrated in communities, 3) learning requires participation, 4) knowledge depends on practice, 5) participation is related to empowerment, 6) lack of success in learning is the result of not including participation, and 7) people are lifelong learners. Additionally, Informal learning involves prior experiences and pre-existing knowledge that allow the development of new knowledge.

Schütz (2017) mentioned that 'language learning' refers to the study of a language and its aim is to understand how the language is structured in order to produce knowledge in both spoken and written way. A clear example is when students get a degree in teaching English or any foreign language. The people's degree indicates that they know about the language, but they have some problems with pronunciation, grammar, or the understanding of the culture. These factors differentiate language learning from language acquisition.

Encyclopedia of the Science of Learning (2012) clarified that second language learning (SLL) is the process and study of how people learn or acquire a second language that is opposite to the mother tongue. On the other hand, foreign language learning refers to the learning process in which a person studies a foreign language outside the environment where it is spoken (Yilmaz et al., 2020). Moeller and Catalano (2015) highlighted that foreign language learning is the learning of a foreign language that is not spoken in the society where the teaching occurs.

Language teaching methods and approaches

According to Rajagopalan (2019), teaching refers to the action of transmitting or communicating knowledge, information, experiences, and skills to another person. The author stated that teaching can be both an art or science. Teaching is an art because the teacher uses imagination and creativity to create a meaningful environment in order to help students learn (Rajagopalan). On the other hand, teaching is considered as a science because it follows analytical, mechanical, or procedural steps to reach effective learning objectives (Rajagopalan).

Chauhan (n.d.) explained that teaching is the process of communicating knowledge, skills, and values to others. Additionally, teaching refers to the sharing of information and ideas to ease understanding and learning (Chauhan). The author also explained that teaching takes place in different settings, such as schools, universities, and informal environments. Sequeira (2012) claimed that teaching refers to a set of events that support the learner's learning process and these events are outside the learner.

Biswas and Paul (2019) pointed out that Robert Glaser develop a basic teaching modelthat is divided into four parts: 1) instructional objectives refers to the objectives that students should achieve after the instruction; 2) entering behavior involves the recognition of learners' behavior, previous knowledge, and educational abilities; 3) instructional procedures is part of the teaching process because it indicates the method, procedure, and strategies that teachers will use to achieve the teaching objectives; and 4) performance assessment involves to give feedback and make changes to the teaching procedure if it is necessary.

Rajagopalan (2019) remarked that Davis and Glaser developed four steps for teaching: 1) planning that includes content analysis, identification and writing of objectives; 2) organization of teaching that involves teaching strategies that support the achieving of objectives; 3) recognition of appropriate teaching-learning strategies for effective communication, and 4) managing teaching-learning that involves the assessment of teaching objectives. The author explained that it is possible to modify, develop, and modify teaching-learning activities.

Language teaching is defined as an instruction in any language that can be formal or informal (Encyclopedia.com, n.d.). On the other hand, Cambridge University Press (n.d.) mentioned that language teaching involves the discipline of education and applied linguistics. The objective of language teaching is to help learners to enhance and develop their knowledge and skills in another language in order to be included in another language community, play certain roles, and develop

communicative competence (Abdulaziz, 2016). Language teaching can be divided into methods and approaches.

According to Cerezal (1995), the word 'methods' refers to the mediator between approaches and techniques. However, Richards and Rodgers (2001) commented that the word 'methods' is the level at which theory is put into practice and in which different choices are made such as how the skills will be instructed, how the content will be taught, andhow the content will be displayed. In addition, there are different language teaching methods that are used by teachers at school. For example, Communicative Language Teaching, Direct Method, Audiolingual Method, and Grammar-Translation Method among others.

Liu and Shi (2007) explained that the Grammar-Translation Method refers to the teaching of second language grammar by translating from and into the target language. The authors claimed that this method focuses on writing rather than listening and speaking. Moreover, the role of learners in this method is passive and the role of the teacher is active (teacher-centered model). In addition, Ogbonna et al. (2014) indicated that in 1900 the Grammar-Translation Method started to be used for contemporary languages, such as French, German, and English.

According to Liu and Shi (2007), Audio-lingual Method involves the mastering of building blocks of language which includes the combination from phoneme to morpheme to word to phrase to sentence. The authors stated that this method uses dialogues and techniques such as drills, mimicry, to teach basic grammar and vocabulary. Ogbonna et al. (2014) indicated that this method was developed in France in 1950 and uses techniques such as integrated texts, recorded dialogues, and illustrations. The authors explained that this method focuses on speaking, reading, and writing.

Ogbonna et al. (2014) stated that Direct Method tries to recreate the process in which children acquire language and includes the Stimulus-Response approach. The authors explained that the teacher never used the learners' first language or mother tongue. This method emphasizes spoken language and avoids teaching grammar or lists of vocabulary. Liu and Shi (2007) claimed that this method uses new techniques such as showing pictures and objects, asking questions, using spoken narratives, dictation, imitation among others.

Richards and Rodgers (2001) indicated that the word 'approach' refers to the level in which beliefs and assumptions about language learning and language are described. In addition, the word 'approach' refers to the theory about language teaching and learning (Nasaruddin, 2011). Kamhuber (2010) presented different examples of language teaching approaches. For illustrate, Cognitive Approach, Communicative approach, Natural approach, among others.

According to Yuksel (2014), Cognitive Approach, also known as Cognitive-Code Learning Theory, highlights the study of a foreign language as a system of knowledge and rules. Demirezen (2014) claimed that Cognitive Approach has the following principles: learning happens through cognitive memory structures; Cognitive Approach provides meaningful opportunities to practice the second language; students should understand grammar before practicing the second language; this approach emphasizes thinking, comprehension, and memory; the activities are based on grammar rules among others.

Azimova (2019) pointed out that Communicative Approach, also known as Communicative Language Teaching, is a product of some educators and linguists who were disappointed with the two methods for teaching a foreign language: the Audio-lingual Method and the Grammar-Translation Method. These linguists and educators did not think that learners were learning meaningful language because they cannot communicate in real life situations. This approach uses interaction and communication to learn a new language (Azimova).

According to Richards and Rogers (2001), the teacher roles in Communicative Approach are the following: the teacher determines and responds to the learner's language needs, the teacher is a counselor who helps learners by giving feedback, the teacher is group process manager who promotes communication in the classroom, among others. The authors explained that the learner's roles are negotiator who participates in classroom and group activities.

Teaching approach

Approach is defined as a set of ideas about language, and language teaching and learning (Duboc, n.d.). This term is used in language teaching, and it is considered asa flexible way to teach. It includes methods that are the way teachers implement approaches through different activities in the class. Methods are more rigid than approaches. Approaches are used to help learners to understand any content.

Teaching approach has several different definitions. Hoque (2016) claimed that teaching approach refers to 'a set of principles, beliefs, or ideas about the nature of learning' that is applied in classroom. On the other hand, Gill and Kusum (2016) remarked that teaching approach is the way of how people teach or do something. It has 6 mainapproaches that are teacher centered approach, child centered approach, inductive and deductive approach, Herbartian approach, evaluation approach or Bloom's approach, and RCEM approach. Teaching approaches can be used according to the objective ofthe class, number of students, engagement, etc.

Hill (2002) described teacher-centered approach as a direct instruction and deductive teaching that presents content through a presentation, and where the teacher is the instructor. Additionally, Baghoussi (2021) highlighted that teacher-centered approachis related with traditional approaches of language teaching and learning. The author explained that teachers control the class (active role) by asking questions, writing ideas, correcting among others. On the other hand, students are sitting at their desks, listening and taking notes (passive role).

According to Baghoussi (2021), the foundations of 'teacher centered approach' are based on the way in which people learn. In addition, this approach has its basis in behaviorism that focuses on behavior rather than internal thought process. Behaviorism believes that people learn by interacting with the environment they live in (Baghoussi). There are three important behaviorists who made several studies to understand some behaviors: Pavlov (Classical Conditional Theory), Watson (Learning Theory), and Skinner (Operant Conditioning Theory).

Nicholas et al. (2021) mentioned that child-centered approach was promoted in Early Childhood Education Care and highlights children's needs, skills, interests, motivations, and dispositions in order to create a teaching and learning plan. The author explained that the role of the teacher in this approach is to support and understand the learner's learning. Hill (2002) commented that child centered is the emphasis on the learner's role in the classroom. Van (n.d.) claimed that in child-centered approach the teacher finds solutions to help children feel safe, encouraged, happy, andempowered in school.

Nunan (1991) declared that inductive approach is the presentation of samples of language in which learners try to figure out the principles or rules for themselves. Obeidat and Alomari (2020) indicated that in the inductive approach the teacher uses a strategy called 'noticing' in which the learners have the opportunity to discover the rules, concepts, or structures from the examples provided by the teacher. In addition, the author explained that the inductive approach is used to teach grammar of a second orforeign language.

According to Nunan (1991), the deductive approach refers to the traditional approach in which the teacher presents the information and rules about the target language at the beginning of the class and continued with examples. Farwis et al. (2021) indicated that deductive approach has some elements: it focuses on grammatical structures, uses the learners' native language or mother tongue, and uses the target language a little to communicate. Furthermore, this method focuses on error corrections and presentation of particular rules.

Hilgenheger (1993) explained that Johan Friedrich Herbart was a pupil of philosopher Johann Gottlieb Fichte. Herbart developed an approach called 'Herbartian Approach' that emphasizes the fact that the application of pedagogical ideas in educational practices can bring an assured outcome (Hrušková, 2014). Sana (n.d.) indicated that 'Herbartian Approach' has five steps to create a lesson plan: 1) preparation, 2) presentation, 3) association or comparison, 4) generalization, and 5) application.

Chandio et al. (2016) highlighted that in 1956 Bloom's Approach, also known as Bloom's Taxonomy, was developed by Dr. Benjamin Bloom, who was an educationalpsychologist, in collaboration with Max Englehart, Edward Furst, Walter Hill and David Krathwohlput. The author commented that Bloom's Approach involves the learning process from the lower level (rote-learning and memorization) to the higher level (analysis, evaluation, creativity and problem-solving). Forehand (2011) pointed out that the objective of Benjamin Bloom was to develop a method of classification for behaviors in which it is essential to create a process of learning.

Bloom's Approach is divided into three domains: cognitive, affective, and psychomotor (Chandio et al., 2016). The cognitive domain involves mental skills to construct knowledge, the affective domain incorporates gradual emotional development of attitude, and the psychomotor domain involves physical skills. Forehand (2011) indicated that Bloom's Taxonomy is classified into six cognitive levels of complexity: the lowest three levels (knowledge, comprehension, and application) and the highest levels (analysis, synthesis, and evaluation).

Bloom's Approach had some changes in terminology: knowledge to remembering (recalling important knowledge from long-term memory), comprehension to understanding (building meaning from written, oral and graphic messages through interpreting, classifying, explaining, and comparing), application to applying (using a procedure through implementing), analysis to analyzing (relating knowledge through differentiating, organizing, and attributing), synthesis to evaluating (making judgments based on standards), and evaluation to creating (using

knowledge to create a product) (Forehand, 2011).

According to Kalita et al. (2018), Regional College of Education (RCEM), Mysore Approach was developed by Indian educationists. This approach uses mental processes to write instructional objectives and has four categories: 1) knowledge; 2) understanding that includes classifying, verifying, seeing relationship, citing example, discriminating, interpreting, and generalizing; 3) application that involves reading out, formulating hypothesis, establishing hypothesis, inferring, and predicting, and 4) creativity that includes analyzing, synthesis, evaluating.

Sana (n.d.) indicated that RCEM Approach has three aspects: input, process, and output. Input aspect refers to the identification of objectives that are written by employing seventeen mental abilities. The process aspect is the presentation of content and learning experiences. The objective of this aspect is to generate learning situations to promote meaningful learning experiences to learners. In this stage, communication strategies and audio-visual aids are used to present content. The output aspect refers to the evaluation of criterion behaviors.

The Dogme Approach

Nguyen and Hung (2020) highlighted that in 2000, Thornbury developed an approach called "Dogme" or "Teaching Unplugged" that consisted of the use of authentic conversation rather than textbooks to learn English. This new approach is based on a Danish filmmaking called "Dogme 95" that was against illusory elements such as fantasy, special effects, and technology emphasizing authenticity. In education, this rule means that teaching should not be based on coursebooks or textbooks, technology or extra materials (Zhang, 2023). Teaching should be based on communication and interaction, emphasizing authenticity.

Meddings and Thornbury (2009) remarked that the Dogme approach, also called Dogme ELT or Teaching Unplugged, has ten key principles: 1) interaction between teachers and learners, and between learners themselves; 2) content that catch the learners' attention and facilitate learning process; 3) group activities where the

knowledge is co-constructed; 4) opportunities to provide scaffolding; 5) opportunities to promote emergent language; 6) teachers' roles should be to optimize the opportunities to facilitate emergent language and clarify it; 7) including learners' beliefs, opinions, knowledge, and experiences as a valid content for the classroom; 8)materials should help teachers and learners to communicate; 9) materials should be meaningful for learning; 10) teachers and learners should consider materials as a way to facilitate communication and interaction.

There are three important principles that are based on the ten key principles: conversation-driven, materials-light, and focus on emergent language (Meddings & Thornbury, 2009). First, Meddings and Thornbury (2009) explained that conversation-driven principle refers to the belief that language is learned through social communication and real interaction. The Dogme approach highlighted the importance of the inclusion of dialogue in the classroom. Dialogue should be created by students according to their own needs in order to promote the use of emergent language. Additionally, the dialogue used in the classroom should be the type of dialogue that parents and siblings provide children with as they develop communicative competence. In other words, dialogue includes scaffolding. Finally, Nguyen et al. (2020) indicated that the use of conversations and dialogues in classes helps to create a good relationship between the teacher and students because the teacher as a facilitator can create a good environment where language can emerge.

Second, Meddings and Thornbury (2009) commented that the materials-light principle refers to the minimal use of materials, coursebook, and technology in class. The Dogme approach believes that classes and activities should be student-centered. However, Dogme approach emphasizes that materials can provide a stimulus for real communication. For that reason, materials-light principle does not condemn the complete use of textbooks, and materials. Additionally, Dogme approach proposes the minimal use of coursebooks because it believes that all textbooks have limitations. For illustrate, they do not provide real context, useful language, or interesting topics to discuss among others.

Third, the principle of focus on emergent language refers to the way in which children acquire their first language that is incidental learning (Zhang, 2023). Dogme approach creates opportunities in which learners build dialogues based on emergent language or unplanned language. In addition, the emergent language that appears in conversations between teachers and students (and between students themselves) allows learners to create the content and objectives of the language course or curriculum (Worth, 2012). Furthermore, Mohammed et al. (2023) stated that the Dogme approach promotes a more communicative learning environment by using warmups, oral questions, among others that promotes communication.

The teacher's role in Dogme approach is to scaffold communication, manage and facilitate social interaction (Matmati, 2014-2015). It is important to emphasize that a teacher should be flexible because Dogme approach will vary according to its context (Meddings & Thornbury, 2009). For illustrate, some teachers will combine the Dogme approach with other techniques, methodologies, and methods to help students to develop their English language skills. On the other hand, some teachers will prefer to design their lesson plans according to the Dogme principles. Moreover, the Dogme approach allows teachers to experiment with different techniques and activities in order to design unique and innovative classes that catch the attention of students. Finally, the relationship between the teacher and students can be improved because the teacher is not only a figure of authority but also a guide and a friend (Abduvokhidova, 2022).

Dogme approach can be used with learners of different levels. Teixeira and Assef (2023) investigated how to use Dogme approach with intermediate learners and advanced learners. The researcher adapted the topics of the coursebook in order to create a lesson plan based on Dogme principles. The classes were based on questions, speaking activities, and group work. The materials used were sheets of paper, a whiteboard, and a marker. The results showed that Dogme approach helped students to be motivated and participate in classes. In addition, this approach helps teachers to address students' interests and needs.

In terms of pre-intermediate learners, Matmati (2014-2015) conducted research abouthow to create Dogme-style lessons. The population was pre-intermediate B1 monolingual group of Arab Muslin young men who were aged between 18 to 22. The results indicated that learners felt motivated and participated more in class. The researcher suggested that for pre-intermediate learners it is necessary to include some materials. For low-level learners, Öz (2020) claimed that it is necessary to provide scaffolding in order to help students to speak. As a result, learners will feel comfortable participating in speaking activities.

Lackman (n.d.) suggested a framework called CAT for Dogme approach. Conversation Activated Teaching (CAT) is student-centered and has six steps or stages. The first stage is 'warmer' in which students choose a conversation topic for the lesson. The teacher can use collaborative and competitive tasks to promote motivation between students. The topic should be chosen based on all students' agreement. For illustrate, the teacher can divide students into three groups. Each group will provide one topic. Finally, the entire class should choose one topic from the three topics they have (Lackman).

Lackman (n.d.) explained that the second stage is 'pair conversations' in which students work in pairs in order to ask questions given by the teacher. Students should switch roles for a few minutes in order to have the chance to answer and ask. Students can also perform a mingle activity to know other students' opinions. This stage can be also used with groups of three or four students if there are many students in the class. Each student in the group should have the opportunity to ask and answer questions. The teacher should tell students the time for the activity and when they will switch roles.

The third stage is 'conversation with the teacher' in which the teacher chooses one student and models a conversation with the teacher (Lackman, n.d.). Additionally, teachers should take notes about what the student says. It is important that teachers emphasize to the student that they will not take notes about the student's mistakes. Teachers should tell the rest of the class that they will listen to the conversation between the teacher and the student and take notes about the teacher's questions

because they can use them to create a conversation. Moreover, the teacher, who works with low-level students, will draw attention to the question that students should write down by repeating it.

According to Lackman (n.d.), the fourth stage is 'language focus' in which teachers provide students with useful language for conversation. For instance, the teacher should ask students to answer the questions they have written. Then, the teacher should write down on the whiteboard the students' questions. The teacher should explain the meaning of the questions to students. Finally, the teacher should ask students to say different expressions that answered the previous questions. The main goal of this stage is to provide students with practical language that can be used to create and maintain a conversation.

The fifth stage is 'pair conversations 2' in which students will use the previous expressions to create a conversation (Lackman, n.d.). Students should choose a different partner from the previous stage. According to Lackman, the sixth stage is 'ending of the lesson' in which the teacher reminds students of the cycle of the lesson: pair conversation, student-teacher conversation, and language focus. Furthermore, the teacher should take notes of the students who did not speak in class in order to help them to participate in the next class.

Mohamed (2019) proposed another framework for the Dogme approach. The author suggested three steps for the framework: 1) The teacher provides students with a small text, a question, or a picture in order to promote motivation and participation. 2) The teacher should create an environment where students can talk, and the teacher should take notes of students' emergent language. 3) The teacher should explain the emergent language to students and students should write the new language they have learned.

Britishey Training Centre (2021) identified seven steps to develop a class based on the Dogme approach. The first step is 'topic selection' in which all students choose a topic to talk about. The second step is 'preparation' in which students (in groups)

brainstorm ideas about the topic of the class. The third step is 'useful language' in which the teacher (or students) provides vocabulary, expressions, and grammatical structures about the topic that can help students to express their ideas easily. The fourth step is 'the speaking task' in which the students (in groups) discuss three questions provided by the teacher. In addition, while students are discussing in their groups the teacher writes down students' mistakes. The fifth step is 'content feedback' in which the whole class and the teacher discuss the three questions. The sixth step is 'language focus' in which the teacher explains and corrects students' mistakes. Finally, the last step is 'follow-up' in which students do a writing activity about what they learn in classes. This step is optional.

Meddings and Thornbury (2009) conducted some activities using the Dogme approach in different situations: the right conditions, the people in the room, selecting stimulus, focus on form, and from lesson to lesson. The activities should not have time (it depends on students) and should not use worksheets. The materials used in these activities should be sheets of paper, whiteboard, and markers. The activities should be done in groups or pairs in order to get useful information that helps students to communicate. These activities can be used with learners of different levels: low-level learners, pre-intermediate learners, intermediate learners, and advanced learners.

According to Allison and Poberezhna (2011), the Dogme approach has several advantages, suchas the teacher does not need to prepare extra materials, preparing dynamic activities tocreate an enjoyable environment, students do not need to buy a coursebook, it is students-centered, the use of meaningful language, the teacher gives students more attention in order to know students' needs and interests, and providing opportunities to practical conversation. In addition, Broadaway (2022) explained that Dogme approach can help students to improve their confidence, attitude, autonomy, ability, and authenticity by using materials and topics that are relevant for them. This method helps not only students to develop their speaking skill but also helps teachers to recognize the students' needs (Mohamed, 2019). Sarani (2019) claimed that this innovative approach helps teachers to plan a non-traditional class that has positive results related to students' motivation and it can be combinedwith technology and

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face-to-face communication activities. López (2023) explained that students are more motivated because the Dogme approach includes topics and materials that are significant and relevant for all students.

Mohamed (2019) described some disadvantages of a study carried out by Brindal in 2014. The results of this study indicated that Dogme approach is not effective for lower-level students and for novice teachers. Allison and Poberezhna (2011) argued more disadvantages of using Dogme approach: students may not be comfortable withthe new approach applied in classes because they are used to use coursebooks and several materials, students may think that teachers are not well prepared because theydo not use material and structured lessons, and students may not know what needs theyhave and as a result they will not learn new and useful language for them.

Dependent variable framework: speaking skill
English language

Human beings have the capacity to speak in order to transmit messages, ideas or thoughts to be understood. Language is a system of symbols, sounds, and letters that human beings use to communicate with others (Delahunty & Garvey, 2010). Language is learned and thought in early ages (childhood) and older ages (teenagers and adults). Language is an essential part of education because it is the means to teach new content and information. In addition, Delahunty and Garvey claimed that language is a code that connects personal thoughts with public expressions because if a person does not use language to express an idea or desire, other people will not know that the person wants or needs something.

English language is known as the global language because is taught in schools, and has a significance in business, education, entertainment, etc. (Rindal, 2014). English has been included in many educational institutions as a mandatory subject. Cristal (2003) pointed out that a language has global status when it has a particular rolethat is acknowledged in every country. Moreover, these roles are related to the largenumber of people who speak the language as a mother tongue. It is important

tohighlight that even when there are no mother-tongue speakers, the language is considered global because it has a special place in the country or community (Cristal).

Cristal (2003) indicated that English is a global language for two reasons: 1) geographical-historical, and 2) socio-cultural. The former is related to how English achieved a position of pre-eminence and the later involves cultural legacy. Cristal explained that English language was widespread beginning with the pioneers to Americas, Asia, and Antipodes and continuing with nine-century colonial developments in the South Pacific and Africa where English was adopted as an official or semi-official language.

The social-cultural reason is related to how people's economic and well-being depends on English (Cristal, 2003). In addition, English controls the international political life, communication, entertainment, business, safety, media, and education. Regarding political life, the first documents (the Treaty of Versailles in 1920) were printed in English that was one of two official languages (the other was French). English played an official role in the process of most international political matters.

Nishanthi (2018) remarked the importance of learning and teaching English is because this language is spoken in many countries, most people can understand and speak English, and it opens doors to improve people's life. Delahuntyand Garvey (2010) commented that some difficulties of teaching English are based on the students and teachers' thinking that learning English is focused on studying correct grammar. The authors indicated that the teacher's responsibility is to recognize and meet the learner's needs rather than simply presenting information.

There are strategies that help learners to learn a new language (Delahunty & Garvey, 2010): doing exercises, knowing and mastering terminology and definitions, and memorization. Doing exercises helps learners to realize their mistakes and correct them in order to learn a language correctly and be independent. Terminology helps learners to identify terms that have familiar meaning, but different uses and definitions help learners to improve their vocabulary. Finally, memorization helps learners to

make their passive knowledge more active.

Mullany and Stockwell (2010) claimed that for understanding the English language it is essential to know essential basic concepts: phonetics and phonology, morphology and lexicology, and semantics and pragmatics. Phonetics refers to the study of sounds that people produce when speaking and phonology is the investigation of sounds as an abstract system. Morphology is the study of the forms of words and lexicology refers to the study of word-formation. Semantics is the study of meaning ofa word, phrase, sentence, or text; and pragmatics refers to the meaning construction inspecific interactional context (Mullany & Stockwell).

According to Archana and Rani (2017), the English teacher has different roles: learner, facilitator, assessor, manager, evaluator, and guide. The teacher is a learner when considering learners' perspectives before planning a class in order to help them to accept information without hesitation. The teacher is a facilitator when helping learners to learn by themselves as a self-explorer. The teacher is an assessor when giving continuous feedback by using quizzes, tasks among others. The teacher is a manager when planning lesson plans that includes different teaching techniques and appropriate time. The teacher is an evaluator when providing true and fair evaluation to learners (Archana & Rani).

English Language skills

Hossain (2015) stated that language is a skill and not a content-based subject.In addition, the word 'skill' is defined as an ability to do something well. According to Hossain, learners need to develop their English language skills for six reasons: 1) understand and use study materials effectively, 2) develop specific language and vocabulary, 3) select meaningful and suitable material, 4) write well-structured and coherent tasks, 5) transmit needs to professors, and 6) work productively in groups orpairs.

Learners need to develop their English language in order to complete communication and English skills are listening, speaking, reading, and writing (Hossain, 2015). These skills are classified into two parts: productive skills (active

skills) and receptive skills (passive skills) (Hossain). Speaking and writing are called productive skills because learners will produce sounds and symbols through speech and written text. On the other hand, reading and listening are called receptive skills because learners will receive information, understand it, and decode the meaning (Hossain).

Majeed and Ilankumaran (2022) provided some reasons to develop productive skills: 1) help learners to practice grammar, vocabulary, and pronunciation; 2) promotes learner's autonomy; 3) reinforces learner's previous and new knowledge about the new language; and 4) facilitates learners' freedom and creativity. It is essential to highlight that productive skills allow learners to interact and communicate with other people. Hossain (2015) discussed why productive skills are important: they are essential because they provide opportunities to learners to practice real-life activities in the classroom, and they can help the teacher to know how much learners have learned.

According to Hossain (2015), speaking skill is important because educational institutions' curriculum emphasizes it as a fundamental skill necessary for a learner's success in life. In addition, learners' motivation increases when they feel they have improved their spoken language proficiency. Brown and Nation (2008) explained how to teach speaking skill: form-focused speaking (focuses on pronunciation, grammar, and vocabulary, meaning-focused speaking (focuses on the message), control-oral work (includes dialogues), guided oral work (gives learners limited freedom to practice what they have learnt), and free oral work (provides opportunities for learners to use any target language to express themselves).

Spratt et al. (2011) highlighted that speaking sub skills are: 1) using grammar, vocabulary, and functions; 2) using register to speak appropriately; 3) using futures of connected speech; 4) using body language; 5) producing different text types; 6) oral fluency; and 6) using interactive strategies. The sub skills of writing are divided into two: accuracy and communicating ideas (Spratt et al., 2011). Accuracy sub skill involves spelling correctly, forming letters correctly, joining letters together correctly, writing legibly, using grammar correctly, choosing appropriate vocabulary, and

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joining sentences and paragraphs correctly. Communicating sub skill refers to the appropriate use of style and register, organizing ideas, joining words and sentences correctly, and using appropriate functions to express meaning.

According to Spratt et al. (2011), a speaking lesson followed three steps or stages: 1) lead-in in which the teacher introduces the topic of the lesson by including meaningful activities, 2) practice activities in which the teacher provides opportunities to learners to use the new target language by using controlled or freer activities that are according to the class profile and context, and 3) post-task activities in which learners do free speaking activities about the topic of the class and using the target language they have learned.

The stages for writing are 1) brainstorming ideas or developing ideas, 2) organizing or planning ideas, 3) drafting (write the first version of a piece of writing), 4) editing (correcting and improving the content of the text), 5) proofreading (looking for mistakes in accuracy and correcting), and 6) re-drafting (writing the second/final version of a piece of writing) (Spratt et al., 2011). Additionally, the aim is to improve the quality of the final product.

Fadwa (2010) indicated some reasons to develop receptive skills (listening and reading): 1) maintaining good social relations (reading and listening to people's opinions, ideas, desires, and feelings), 2) entertainment (listening to TV series, radio, songs among others, and reading books, stories, letters, among others), 3) obtaining essential information for daily activities (for illustrate, get directions to different places), and 4) academic purposes (listening and reading are a fundamental part of learning).

According to Isma (2013), the principal aim of receptive skills is to develop learners' skills to understand and interpret text by using their existing language knowledge. Hossain (2015) explained the relation between the English language skills. A learner becomes a fluent speaker in English when they develop strong listening skills. Listening helps learners to understand what other people say and speak clearly to other people. Reading needs speaking skills because learners must pronounce the

words that they read.

Spratt et al. (2011) explained the sub skills of listening and reading that are receptive skills. Listening subskills are 1) listening for gist or global understanding, 2) specific information, and 3) detail or infer attitude; and reading sub skills are 1) reading for specific information (scanning), 2) reading for gist (skimming), 3) reading for detail, 4) deducing meaning from context, 4) understanding text structure, 5) inferring, and 6) predicting.

A reading and listening lesson follow three steps or stages: 1) introductory activities in which activities are focused on the topic of the lesson, pre-teaching vocabulary, and asking learners to predict the content of the text, audio, among others; 2) main activities in which the teacher provides a series of comprehension activities to develop listening and reading sub skills; and 3) post-task activities in which the teacher relates the topic of the lesson with learners' lives by asking questions to promote communication and interaction (Spratt et al., 2011).

According to Manaj (2015), the implementation of the four English language skills activities can provide several valuable purposes such as, providing learners scaffolding support, creating opportunities to use the language, creating the context for exchanges of real information, and helping learners to develop their confidence. Moreover, the integration of the four English skills can help learners to be better listeners, speakers, readers, and writers who can communicate effectively.

Productive skills

Kassema (2019) pointed out that the term 'skills' refers to the ability of perform a task with the best results by using individual efforts within a period of time. It means the use of knowledge to reach an objective or task. It is divided into two types: Domain-General skills and Domain-Specific skills. Harmer (2007) defined productive skills as the language skills that students have to produce language by themselves. Productive skills refer to speaking and writing skills because learners need to use their knowledge to produce the language (Bashrin, 2013).

Sreena and Ilankumaran (2018) stated that the learner who possesses productive skills is able to produce something. The author explained that productive skills have some needs: speaking skill needs wide attitude, modern ideas, and expression; and writing skill needs to be lucid and clear. Speaking skill has different styles such as formal, informal, normal, strong among others (Sreena & Ilankumaran). Moreover, learners need to produce language in order to communicate with other people and express their needs, desires, opinions, and ideas.

Si and Khin (2019) carried out a study to know which teaching strategies are more suitable for developing productive skills. The population was Computer Science and Technology Specialization students from the University of Computer Studies (Pakokku). The instruments used in this study were questionnaires (which consisted of 13 multiple choice items), and interviews. The findings showed that pair-work or group-work, collaborative learning, and role-play are selected teaching strategies for developing productive skills.

According to Si and Khin (2019), pair-work or group-work refers to a strategy in which learners interact with other people. This strategy facilitates and encourages communication between learners. Additionally, in this strategy learners must use the target language they have learned. Collaborative learning is a teaching and learning approach that refers to a group of students working together to create a project, solve a problem, or complete a task. It involves giving learners time to think about a topic, giving time to prepare what to say, and taking notes about what to say (Si & Khin). Siand Khin explained that role-play is an activity that allows learners to imagine they areanother person and the situation in which they are.

Hatipoglu (2021) mentioned that the assessment for productive skills can be done by using summative and formative procedures. Bloom et al. (1971) described summative evaluation as an evaluation used at the end of a course, program, and term to grade, certificate, and evaluate the effectiveness of a curriculum, and educational plan. In summative assessment, teachers or educators make judgements about the instruction or teaching process. Summative assessment is also used to give or deny a

certificate, diploma, or license; classify test takers according to their performances (A1, A2, B1, B2, C1, C2, beginners, intermediate, advances); giving grades (pass/fails, A, B, C, among others); and making decision (Hatipoglu).

Bennett (2011) remarked that formative assessment is student-focused because it emphasizes how the learner receives information, understands it, and applies it. According to Organisation for Economic Co-operation and Development (OECD) (2005), some formative assessment techniques are: 1) the trafficlight is used when teachers want to know if a student understands a concept or not; 2)thinking times instead of hands refers to a strategy in which the teacher proposes a question and students have time to think, and the teacher asks any student to answer; 2) portfolios, logbooks, and rubrics provide opportunities to students to reflect about their learning process.

Speaking skill

Speaking skills are the most important skill that learners need to develop because it is the way to show their knowledge of a language. Srinivas (2019) claimed that speaking skill is necessary to have good communication with other people. Learners get stressed and worried about how they can develop or improve this skill. For that reason, teachers implement methods or strategies to help learners be motivated to speak in classes all the time. Hussain (2017) highlighted that there are many activities that teachers can use in classes such as dialogues, role play, tasks that promote opinionsand ideas, group work based on solving problems, surveys, and interviews.

According to Choi (2021), approaches for speaking have been changing. For illustrate, in 20th century, people thought that teaching speaking was focused on presentation and demonstration of grammatical structures. For that reason, approaches such as audiolingual, situational, and functional approaches appeared. Nowadays, there are different approaches, methods, and strategies for teaching speaking such as PPP (Presentation-Practice-Production), CLT (Communicative Language Teaching), among others.

Goh and Burns (2012) commented that speaking activities should provide learners opportunities to learn skills and improve them, especially speaking skills. Goh and Burns proposed a teaching cycle that has the objectives to 1) improve the quality of speech, 2) strengthen speaking competence's components, and 3) increase learners' awareness of metacognition. This teaching cycle was called 'Teaching-SpeakingCycle', and it is used to develop students' speaking skill.

Goh and Burns' Teaching-Speaking Cycle has seven stages: 1) focus learners' attention on speaking, 2) provide input and/or guided planning, 3) conduct speaking tasks, 4) focus on language/discourse/skills/strategies, 5) repeat speaking task, 6) direct learners' reflection on learning, and 7) feedback on learning. In the first stage, the teacher develops learners' metacognitive awareness by telling an experience in a foreign language. The second stage focuses on providing suitable vocabulary and language forms in order to help learners to understand the context and the topic of the class. In the third stage, learners learn expressions to develop fluency while performing speaking tasks. In stage four, the teacher focuses on vocabulary, grammar, and sentences and phrases. The fifth stage involves the use of speaking skills and strategies to communicate. In the two final stages, learners receive feedback.

Spratt et al. (2011) suggested other stages to teach speaking: 1) lead-in in which the topic is presented by meaningful activities, 2) practice activities in which learner practice the new language by using controlled and freer activities, 3) post-task activities in which the teacher assigns a free activity that helps learners to practice the new target language. Additionally, information-gap activities, problem solving project work, discussions, and explaining solutions can help learners to develop fluency (Spratt et al.).

According to Lackman (2010), speaking sub skills are 1) fluency that involves speaking with a logical flow without planning, 2) accuracy with words and pronunciation that involves practicing words structures and pronunciation correctly, 3) using functions that involves using specific phrases for purposes, 4) appropriacy that involves using suitable or appropriate language for a particular situation, 5) turn-taking skills that involves practicing ways of interjection, 6) relevant length that

involves using a length appropriate for a situation, 7) responding and initiating that involves managing conversations by asking and answering questions, 8) repair and repetition that involves rephrasing parts of a conversation to clarify or verify, 9) range of words and grammar that involves using particular grammar or vocabulary, and 10) discourse markers that involves using words or phrases to organize a talk.

Lackman (2010) proposed some activities for fluency (speaking sub skill): selling objects, random chair story, cued chain stories, fluency board game, and telling jokes, Activities for accuracy with words and pronunciation (Lackman): semi-planned conversations, and short presentations. Activities for using functions: providing structures for a role play, providing a role for a function, and selecting structures for arole play (Lackman). Activities for appropriacy: changing roles, at the party, and goodnews bad news (Lackman). Activities for turn-taking skills: and you, escalating topics, waiting to interject, interrupting, and group conversation with cards (Lackman). Activities for relevant length: keeping to the limit, varying answers, segues, and responding correctly (Lackman). Activities for repair and repetition: repeating what you said, in detail, echoing, and paraphrasing words or expressions (Lackman).Activities for range of words and grammar: words on a topic and speaking on several topics (Lackman). Finally, activities for using discourse markers: giving instructions, recounting events, debates and discussions, and presentations (Lackman).

Spratt et al. (2011) indicated other speaking sub skills: making use of grammar, vocabulary, and functions; making use of register to speak correctly; using futures of connected speech; using body language; producing different text types; oral fluency (using a normal speed, little hesitation, self-correction, and use of connected speech); and using interactive strategies (ways to maintain people interested and involved in a conversation).

Learners should use interactive and body language such as gestures, eye contact, facial expressions, and movement to communicate meaning successfully (Spratt et al., 2011). It is essential to use turn-taking strategy that refers to one person speaking and then allowing another person to speak in reply (Spratt et al.).

Additionally, futures of connected speech involve intonation, word and sentences stress accurate individual sounds, linking (the way different sounds and words join with each other), and contractions (shorter form of a group of words) (Spratt et al.).

Pratama and Awaliyah (2016) deduced that the goal of teaching speaking is tocommunicate. Learners should be able to communicate by using their current knowledge about the target language. In education, learners' principal purpose is to use language to complete a task such as creating a video, obtaining information, or planning a travel. Paul (2003) suggested some principles that teachers need to considerate when they are preparing learner to communicate in English: 1) introducing patterns, 2) including new patterns, 3) providing opportunities to learners to guess how to use patterns in different situations, 4) giving confidence to learners to talk in from others, and 5) presenting challenging activities according to their level, age, and skills.

Some roles of a teacher in teaching speaking are the following (Harmer, 2007; Terry, 2008): 1) the teacher is a prompter who provides suggestions and chunks not words, 2) the teacher is a participant who participated in discussions by introducing new information, 3) the teacher is a feedback provider who gives feedback about learners performances, 4) the teacher is an assessor who writes samples of language produced by students, 5) the teacher is a observer who observes speaking activities, 6)the teacher is a resource who provides tools to enhance learners' oral competence, and 7) the teacher is an organizer who manages the classroom and gets learners engaged.

Teaching speaking to young learners includes teaching strategies such as brainstorming, storytelling, discussion, information gap, simulations, interviews, role play, story completion, picture describing, reporting, find the differences, playing cards, and picture narrating (Pratama & Awaliyah, 2016). Pratama and Awaliyah recommended teaching methods to teach speaking to young learners that are: 1) Audiolingual-Method (ALM) that involves choral response, dialogues (include grammatical controlled scripts), and pair or group work; and 2) Communicative Language Teaching (CLT) includes activities in which learners must negotiate, use communication strategies, correct misunderstanding, and work to avoid communications breakdown.

It is essential to assess learners' speaking performance because the teacher must know if learners understand the content of the class. According to Ioannou- Georgiou and Pavlou (2003), the criteria in assessing young learners' speaking performances are pronunciation, intonation, and turn-taking. The author explained thatthe teacher should assess learners' communicative proficiency in basic functions such as introducing themselves or asking questions (Ioannou-Georgiou & Pavlou).

1.2 Objectives

1.2.1 General objective

To recognize the effectiveness of the Dogme approach in speaking skill.

1.2.2 Specific objectives

1. To identify the benefits of Dogme approach for the development of speaking skill.
2. To implement the Dogme approach to enhance speaking skill.
3. To assess the use of Dogme approach in speaking skills that will be used by students of Glenn Doman.

1.2.3 Fulfilment of objectives

The main objective of this research was to identify the effectiveness of applying the Dogme approach in speaking skills. To fulfill the main objective, there were three specific objectives that support it. The first objective was to identify the benefits of Dogme approach for the development of speaking skills. The researcher reviewed articles and books from different sources to collect the necessary information to identify the best Dogme approach activities. Moreover, through 8 interventions based on the Dogme approach, it could be possible to determine all the benefits during the process of this study.

In addition, the second objective was to implement the Dogme approach to enhance speaking skills. As the previous specific objective, it was reached through the interventions which were applied using the lesson plans based on the Dogme approach that permits students to develop and improve their speaking skills. Furthermore, the

researcher included Canva presentations, YouTube videos, and real materials to make the speaking activities more interesting and dynamic.

Finally, the third objective was to assess the use of Dogme approach in speaking skills that will be used by students of Glenn Doman. To achieve this objective, the researcher administered a pre-test and post-test to students and the results clearly indicated a positive outcome. Students demonstrated significant improvements in three criteria, including grammar and vocabulary, pronunciation, and interactive communication. The findings showed that the Dogme approach was beneficial for students from Glenn Doman regarding speaking skills.

CHAPTER II

METHODOLOGY

This chapter describes the methods, techniques, and procedure used to collect data. It alludes to the research's instruments or tools, procedure, methodology or approach, and resources used to conduct the research. In addition, it explains how the data is set up to be assessed later.

2.1 Materials

The researcher used different materials for its development, including human, economic, and physical resources. First, students of A1+ level from Glenn Doman were considered as human resource, as well as the research tutor who directed the research process. Second, physical resources encompassed school resources like classrooms, television, whiteboard, markers, and whiteboard eraser. Finally, the researcher used a laptop to design the lesson plans.

2.2. Methods
2.2.1 Research approach

This research was focused on quantitative approach. According to Babatunde (2020), this approach refers to the collection of numerical data and implementation of statistics, mathematical, and computational techniques. On the other hand, Watson (2015) pointed out that quantitative research is a group of methods that includes the organized study of a 'social phenomenon' and the use of numerical or statistical data. Moreover, the quantitative approach has several advantages. First, it uses statistical data to save time and resources. Second, it makes generalization possible using scientific methods (data collection) and analysis. Third, it can be repeated by others and still get the same findings or results (replicability). Finally, it facilitates the use of study and control groups (Eyisi, 2016).

2.3 Research Modality

2.3.1 Bibliographic research

According to Garrison (1964), bibliographic research refers to the study of books and how authentic materials are developed and classified. The present research is bibliographic because the information used in this paper is from scientific articles, investigations, papers, journals, YouTube videos, and internet articles that different authors have developed previously. In addition, the researcher includes information of both variables, that are the Dogme approach and speaking skill.

2.3.2 Field research

Van de Ven and Poole (2002) described field research as a set of methods that studies organizational life in its natural surroundings by using first-hand observations from a specific person or group. The main aim of field research is to obtain information at first hand from the scenario while the Dogme approach is implemented in the classroom (Bell, 2022). Thyer (2012) highlighted that in field research the researcher conducts interventions in a natural scenario. Moreover, the researcher conducted eight interventions with A1+ level students from Unidad Educative Glenn Doman.

2.4 Type of research

2.4.1 Pre-experimental research

Zubair (2023) remarked that pre-experimental research uses one or more dependent groups that are treated with an independent variable that is supposed to produce a change. Furthermore, an experimental research design has no control group (Zubair). On the other hand, pre-experimental research uses one group of people (also called treatment group) who receives a treatment or a 'social work intervention' (Thyer, 2012). This investigation used a pre-experimental design as it only had one group of students who received the treatment.

2.4.2 One-group pretest-posttest design

One-group pretest-posttest design assesses the treatment group twice (pre-test and post-test assessment) (Thyer, 2012). According to Thyer, the use of a pre-test and a post-test for one group permits to gather meaningful information about the real changes by comparing the result of the pre-test and post-test. Marsden and Torgerson (2012) stated that the pre and post-test can be similar or slightly different from each other.

2.4.3 Level of research
Exploratory research

Swaraj (2019) mentioned that exploratory research refers to a preliminary study of an unknown problem that the researcher has slightly knowledge about. The aim of exploratory research is to form hypothesis, gather explanations, eliminate nonviable ideas, clarify concepts, and formulate problems (Swaraj). The author explained that the purpose of exploratory research is to 1) create new ideas, 2) increase the researcher's knowledge about the problem, 3) make an accurate formulation of the problem, 4) collect information to explain concepts, and 5) determine if it is practical to conduct the study. According to Singh (2021), the data collected in exploratory research can be gathered 'in the field' or can be existing data that must be organized in a different way.

2.5 Instruments
2.5.1 Pre-test

To gather information about the Dogme approach and how it influences speaking skill, a standardized examination from Cambridge (A2 Key for schools) concerned about speaking skill and its sub-skills was applied. The A2 Key for schools (KET S) is a pre-intermediate level exam that corresponds to A2 level of the Council of Europe's Common European Framework of Reference for Languages (CEFR).

2.5.2 Post-test

After students had received the treatment about the Dogme Approach, a post-test was used to measure the impact of the Dogme approach in speaking skill. Additionally, the post-test from Cambridge (A2 Key for schools) was administered. The post-test was taken at the end of the research to verify if there was an enhancement in students of A1 level's speaking skill.

2.5.3 Rubric

To assess the speaking skill, the researcher used an A2 Key for schools' rubric standardized by Cambridge. This rubric measured three different criteria: grammar and vocabulary, pronunciation, and interactive communication. The A2 Key for schools' scales are divided into six bands from 0 (the lowest) to 5 (the highest), and band 3 and above indicate at least an A2 level performance (Cambridge English Qualifications, 2019).

2.6 Procedure

The process of gathering data took a considerable duration. It involved a series of 14 interventions, each lasting 40 minutes. In addition, 3 interventions were centered on collecting information about the pre-test and 3 interventions were centered on gathering information about the post-test. Additionally, the considerable time spent on taking the pre-test and post-test was due to the fact that the tests were focused on speaking skills and there were a large number of students (24 students) to cover in each intervention (40 minutes). Furthermore, there were a total of 8 interventions centered on the use of the Dogme approach for enhancing speaking skills.

In the first session the researcher introduced herself to the whole class. Then, the researcher explained the purpose and description of the study. Once students had an idea of what the investigation is about, and what they should do during the next sessions. The researcher started the gathering of data by using the pre-test regarding the Dogme approach and speaking skills. First, the researcher divided the class in

couples. Then, the researcher called each couple of students to take the pre-test and explained the instructions to each couple. In addition, five couples of students took the pre-test in each session. Finally, the session two and three were focused on completing the collection of information about the pre-test.

In the fourth session, the researcher introduced the topic of the lesson by using a game called 'Hangman'. Next, the researcher divided the class into 4 groups of 5 people, and 1 group of 4 people. Then, each group received a paper where they had to draw objects of each room of the house. After that, the researcher asked each group to tell the name of each object of the room of the house they had drawn. Consequently, the researcher presents new vocabulary about the topic of the lesson. Consequently, the researcher provided two questions for each group to discuss. Subsequently, the researcher started a discussion with the whole class about the two questions previously presented. Finally, the researcher explained and corrected the mistakes that students made in the previous discussion.

In the fifth session, the class is divided into 4 groups of 5 people and 1 group of 4 people. Next, the researcher proposed three topics for the lesson (cars, technology, and dance) and the whole class decided what topic they wanted to talk. Then, each group make a list about what they think when they listen to the word cars. After that, the researcher presented new vocabulary about cars and three questions to discuss in groups. Subsequently, the researcher started a discussion with the whole class about the three questions previously presented. Finally, the researcher explained and corrected the mistakes that students made in the previous discussion.

In the sixth session, the class is divided into 4 groups of 5 people and 1 group of 4 people. Next, the researcher presented the topic of the class by doing charades. Then, each group made a list about five words related to the word 'music'. After that, play tingo, tingo, tango to decide the order of each group. Consequently, each group told its ideas to the teacher. Subsequently, the researcher presented new vocabulary about music. Then, the researcher presented three questions to discuss in groups. After

that, the researcher started a discussion with the whole class about the three questions previously presented. Finally, the researcher explained and corrected the mistakes that students made in the previous discussion.

In the seventh session, students are divided into 4 groups of 5 people and 1 group of 4 people. Next, students looked at some objects to guess the topic of the lesson. Then, the researcher presented a mind map as an example for students. After that, each group created a mind map with the word 'technology'. Consequently, each group told its ideas to the teacher. Subsequently, the researcher showed new vocabulary about technology. Then, the researcher presented three questions to discuss in groups. After that, the researcher started a discussion with the whole class about the three questions previously presented. Finally, the researcher explained and corrected the mistakes that students made in the previous discussion.

In the eighth session, students are divided into 4 groups of 5 people and 1 group of 4 people. Next, students looked at the comic and read it in order to guess the topic of the lesson. Then, the researcher presented an acrostic as an example for students. After that, each group created one acrostic with the word 'daily routine'. Consequently, each group told its ideas to the teacher. Subsequently, the researcher showed new vocabulary about daily routine. Then, the researcher presented three questions to discuss in groups. After that, the researcher started a discussion with the whole class about the three questions previously presented. Finally, the researcher explained and corrected the mistakes that students made in the previous discussion.

In the nineth session, students are divided into 4 groups of 5 people and 1 group of 4 people. Next, students played 'hangman' to guess the topic of the lesson. Then, the researcher presented a drawing about school clubs as an example for students. After that, each group created one drawing about the word 'school clubs'. Consequently, each group told its ideas to the teacher. Subsequently, the researcher showed new vocabulary about school clubs. Then, the researcher presented three questions to discuss in groups. After that, the researcher started a discussion with the whole class

about the three questions previously presented. Finally, the researcher explained and corrected the mistakes that students made in the previous discussion.

In the tenth session, students are divided into 4 groups of 5 people and 1 group of 4 people. Next, students looked at some images to guess the topic of the lesson. Then, the researcher presented a short poem about famous families as an example for students. After that, each group created a short poem about the word 'famous families'. Consequently, each group told its ideas to the teacher. Subsequently, the researcher showed new vocabulary about famous families. Then, the researcher presented three questions to discuss in groups. After that, the researcher started a discussion with the whole class about the three questions previously presented. Finally, the researcher explained and corrected the mistakes that students made in the previous discussion.

In the eleventh session, students are divided into 4 groups of 5 people and 1 group of 4 people. Next, students played 'hangman' to guess the topic of the lesson. Then, students copied the table presented by the researcher. After that, students played the game called '1,2,3 stop'. Consequently, each group told its ideas to the teacher. Subsequently, the researcher showed new vocabulary about school subjects. Then, the researcher presented three questions to discuss in groups. After that, the researcher started a discussion with the whole class about the three questions previously presented. Finally, the researcher explained and corrected the mistakes that students made in the previous discussion.

In the twelfth session, students took the post-test. First, the researcher divided the class in couples. Then, the researcher called each couple of students to take the pre-test and explained the instructions to each couple. In addition, five couples of students took the post-test in each session. Finally, the sessions thirteen and fourteen were focused on completing the collection of information about the post-test.

2.7 Population

The population for this study was 24 students of A1+ level of Unidad Educativa Glenn Doman.

Table 1

Population (Experimental Group)

Experimental Group		
Population	**Number of students**	**Percentage**
Male	13	54,2%
Female	11	45,8%
Total	24	100%

Note: The average age of the participants was between 12 to 13 years old.

2.8 Hypothesis

2.8.1 Null hypothesis

The Dogme approach does not influence the improvement of speaking skills in students of A1+ level from Unidad Educativa Glenn Doman.

2.8.2 Alternative hypothesis

The Dogme approach influences the improvement of speaking skill in students of A1+ level from Unidad Educativa Glenn Doman.

Variable identification

The Dogme approach (Independent variable)

Speaking skill (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The present chapter presents the results of data gathering after using the Dogme approach to verify its influence in speaking skill. In addition, the chapter provides a comprehensive analysis and interpretation of the statistical data gathered from the pre-test and post-test administer to 27 students from Unidad Educativa Glenn Doman. The data was presented in tables that contains its own analysis and interpretation of results to facilitate readers' comprehension.

3.1.1 Pre-test results

Figure 1

Speaking Pre-test Results
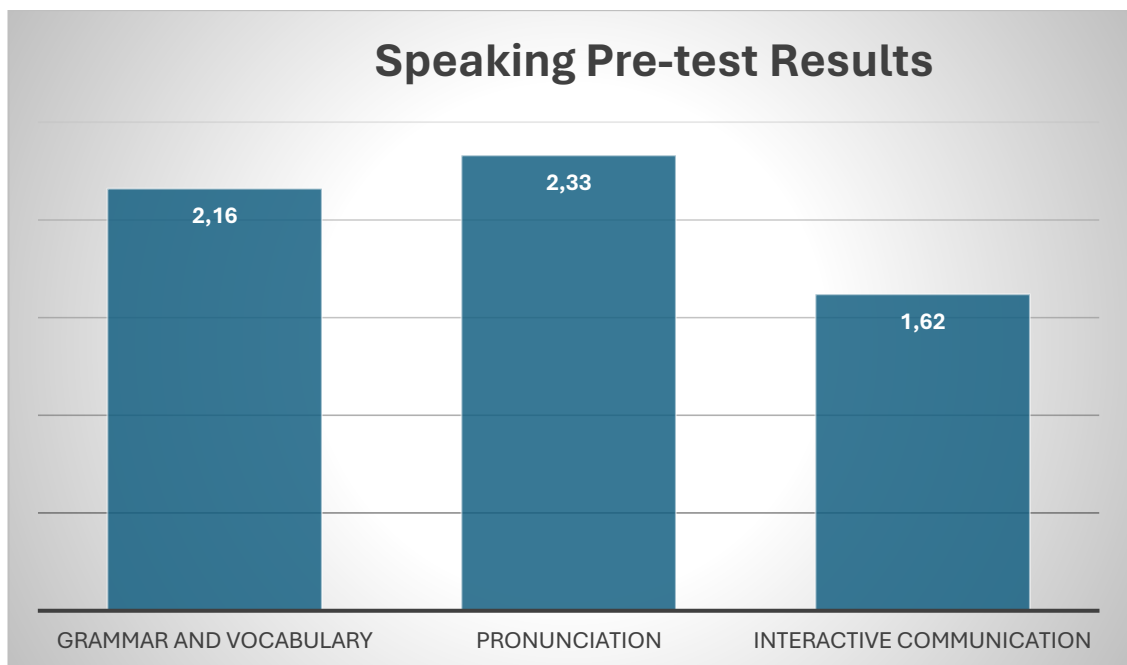
Note: Students' performance average regarding the rubric criteria.
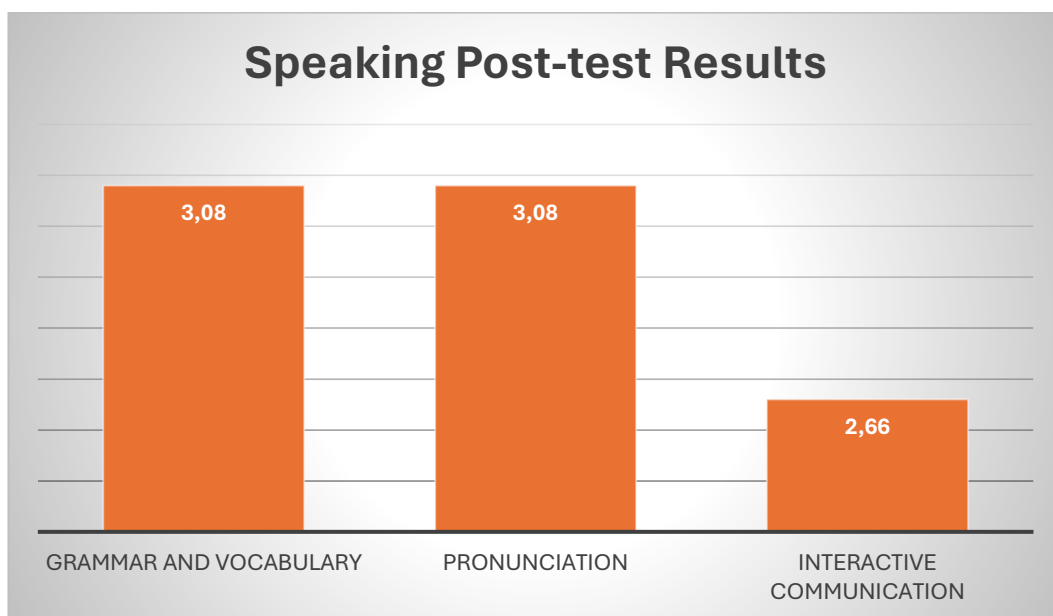
Analysis and Interpretation

Figure 1 indicated that most students had problems with interactive communication showing an average of 1,62 out of 5 points. Meanwhile, the majority of students struggled with grammar and vocabulary for the reason that had an average of 2,16 out of 5 points. Otherwise, the highest score in the pre-test is regarded pronunciation where an average score is 2,33 out of 5 points which means that students do not reach half of the general score.

The general scores indicated that the subject of study had problems related to interactive communication that is the lowest degree. Most students had problems using basic grammatical forms and they only used a vocabulary of isolated words and phrases. Additionally, the information that students stated was a little difficult to understand as they could not pronounce words correctly. Finally, students always required additional prompting and support to answer informational questions. In conclusion, the general scores of students showed that there should be an enhancement regarding learners' speaking skills.

3.1.2 Post-test results

Figure 2

Speaking Post-test Results

Note: Final students' performance results according to the rubric criteria.
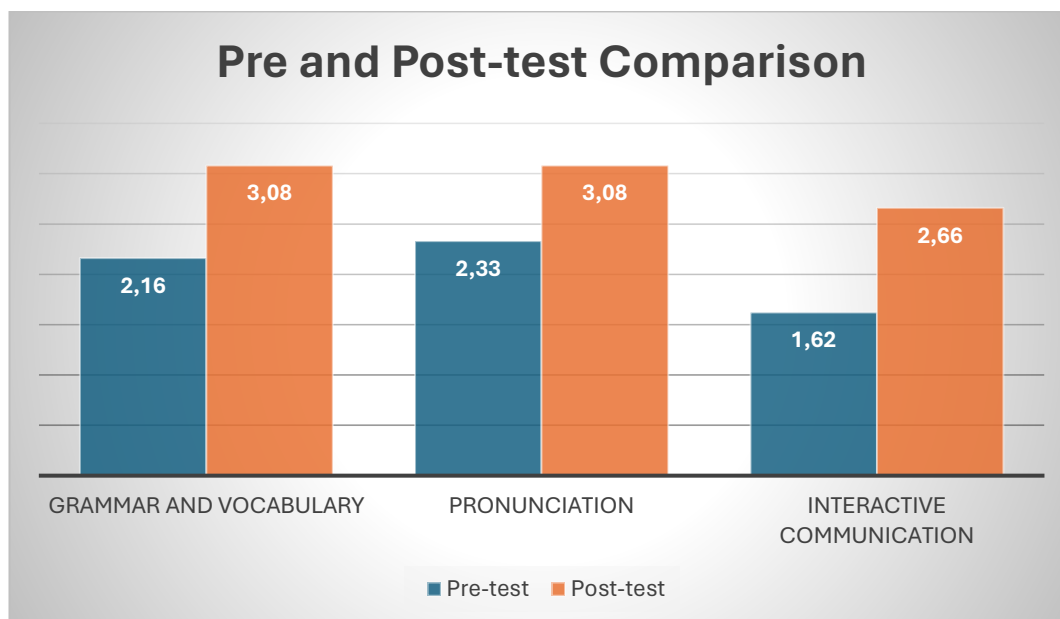
Analysis and Interpretation

Figure 2 displayed students' post-test average based on Cambridge English A2 rubric criteria. The chart showed remarkable changes related to interactive communication, there was an improvement in the range of 2,66 out of 5 points. Otherwise, there are two highest scores because both had an average value of 3,08 out of 5 points where grammar and vocabulary, and pronunciation indicated an improvement of students' speaking skill.

In conclusion, students improved their speaking skills in three aspects: 1) grammar and vocabulary, 2) pronunciation, and 3) interactive communication. Furthermore, students' interactive communication skills improve a little bit with the use of 'the Dogme approach'. It means that lessons based on the Dogme approach contributed to improve and develop interactive communication skills to deal with information tasks with the use of basic grammatical forms. Students' pronunciation was mostly intelligible. Finally, lessons based on 'the Dogme approach' helped students to answer in complete sentences by using grammatical forms appropriately.

3.1.3 Pre-test and Post-test results

Figure 3

Pre-test and Post-test comparison

Note: General average comparison.

Analysis and Interpretation

Figure 3 presented the general improvement of pre-test and post-test results. Firstly, the lowest category in the pre-test, which is related to interactive communication, varied from 1,62 to 2,66, letting with a significant outcome. Secondly, the next lowest category is regarded grammar and vocabulary got an average value in the pre-test of 2,16 out of 5 points. However, contrastive results are seen on the post-test since the average changed to 3,08. The highest value in the pre-test related to pronunciation was 2,33 out of 5 but in the post-test, there was a considerable improvement of 3,08 out of 5 points.

The general average demonstrated that at the beginning students could not use grammatical forms correctly, had poor vocabulary and incorrect pronunciation, and they required additional prompting and support to maintain a conversation. However, after the application of 'the Dogme approach', students improved their skills in grammar and vocabulary, pronunciation, and interactive communication.

3.1.4 Statistical results

3.1.4.1 Pre-test statistical results

Table 2

Speaking Pre-test Results

		PRETEST			
		Frequency	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid	1,00	10	41,7	41,7	41,7
	2,00	4	16,7	16,7	58,3
	3,00	6	25,0	25,0	83,3
	4,00	4	16,7	16,7	100,0
	Total	24	100,0	100,0	

Note: General statistical results

Analysis and Interpretation

In Table 2, the pre-test scores were taken from study group of A1+ students. The lowest value of 1,00 represented 41,7%. The score of 2,00 represented 16,7%. Next, the score of 3,00 represented 25,0%. Finally, the highest value of 4,00

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represented 16,7%. In addition, the scores and percentages helped the researcher to identify that 16,7% represented 4 students of the 24 students' group who had the highest score (4,00). In comparison, 41,7% related to 10 students who had the lowest score (1,00).

Consequently, the table indicated that almost the half of students did not develop their speaking skills and as a result they cannot maintain a conversation. Apart from that, almost the half of students had developed their speaking skills, but they showed some problems to talk correctly and accurately. Lastly, few students had developed their speaking skills totally, yet they presented minor problems to communicate their ideas and opinions accurately.

3.1.4.2 Post-test statistical results
Table 3

Speaking Post-test Results

		POSTTEST			
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1,00	6	25,0	25,0	25,0
	2,00	3	12,5	12,7	37,5
	3,00	5	20,8	20,8	58.3
	4,00	6	25,0	25,0	83,3
	5,00	4	16,7	16,7	100,0
	Total	24	100,0	100,0	

Note: Scores related to the improvement of speaking skills.

Analysis and Interpretation

In Table 3, the post-test scores were analyzed. The lowest value 1,00 represented the 25,0%. Next, the score of 2,00 represented 12,5%. Then the score of 3,00 represented 20,8%. After that, the score of 4,00 represented 25,0%. Finally, the highest value 5,00 represented 16,7%. In addition, the scores and percentages helped the researcher to identify that 16,7% represented 4 students of the 24 students' group who had the highest score (5,00). In comparison, 25,0% related to 6 students who had

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the lowest score (1,00). In Table 3, the researcher noticed a significant difference, there is a new value (5,00) and there are less students that have scores between 1,00 to 2,00.

Therefore, the table showed that there was a decrease of students who had a score of one point that means that few students developed their speaking skills, but they still presented problems to talk fluently. In addition, some students improved their speaking skills, but they did not develop fluency to communicate their ideas and opinions. Consequently, there was an increasement of students who got a score of four out of five points that denotes that they improved their speaking skills but presented minor problems to talk accurately. Finally, few students, who got the highest score, reached level A2 regarding speaking skills.

3.1.4.3 Pre-test and Post-test statistical results
Table 4

Pre-test and Post-test difference

		PRETEST	POSTTEST
		Statistics	
N	Valid	24	24
	Missing	0	0
Median		2,0000	3,0000
Minimum		1,00	1,00
Maximum		4,00	5,00

Note: General average comparison.

Analysis and Interpretation

Table 4 indicates the averages obtained as the result of the pre-test and post-test. Before the treatment, the minimum score was 1,00 and the maximum score was 4,00 out of 5,00 points. On the other hand, after the treatment, the minimum score was 1,00 and the maximum score was 5,00 out of 5,00 points. This shows that the whole group of 24 students has improved a little bit their speaking skills.

Hence, the results indicated that before the treatment focused on the Dogme approach, most of students did not develop their speaking skills, for that reason, few

students obtained a maximum score of four points. However, after the treatment, students showed an improvement of their speaking skills because the highest score was five out of five points. In conclusion, most students have improved their speaking skills.

3.2 Hypothesis validation

Hypothesis testing was used in this study to determine whether the data sample follows noticeable progress. In addition, the Statistical Package for the Social Science (SPSS) program was used to validate the hypothesis stated in this research work. For this study with 24 students, the Wilcoxon statistic was considered appropriate to identify whether the results obtained accept the null or alternative hypothesis.

Table 5

Hypotesis test

	Hypothesis Test Summary			
	Null hypothesis	**Test**	**Sig. a.b**	**Decision**
1	The median of differences between PRETEST and POSTTEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Rejected the null hypothesis.
	a. The significance level is ,050.			
	b. Asymptotic significance is displayed.			

Note: Wilcoxon statistic related to the hypothesis validation

Analysis and Interpretation

The table 5 indicates that the null hypothesis, which is that the Dogme approach does not influence the improvement of speaking skills in students of A1+ level from Unidad Educativa Glenn Doman, is rejected and the alternative hypothesis is accepted (the Dogme approach influences the improvement of speaking skill in students of A1+ level from Unidad Educativa Glenn Doman).

Discussion

According to the analysis and understanding of the data collected, remarkable findings appeared, providing evidence in favor of the hypothesis that the Dogme approach had a positive impact on the improvement of speaking skills among A1+ students. The main outcomes are discussed below.

First, the results found regarding to this research indicate that the Dogme approach helps learners to improve and develop their speaking skills. Some benefits of using the Dogme approach in classes were that learners increased their confidence and motivation to talk and participate in classes as topics and materials were based on learners' interests. In addition, the relationship (rapport) between the teacher and students improved, and this promoted a positive and respectful environment in classes. Therefore, learners were not afraid of making mistakes while speaking and this led them to experiment with the language and learn from their errors. By lesson plans based on the Dogme approach in each intervention, learners improved their fluency, pronunciation, and vocabulary. Additionally, learners got excited in each session as the lesson plans were focused on topics of students' interests, speaking activities, and group activities. Certainly, the outcomes demonstrated that the use of the Dogme approach influences speaking skill by helping learners to enhance their interactive communication skills, pronunciation, and vocabulary because they were able to maintain a conversation by using connectors and simple phrases.

The results of this research can be contrasted to those shared by López (2023) where the author stated that the different materials used in the Dogme approach lessons boosted learners' interest and motivation and made them active members of their learning process. In addition, the Dogme approach helped students felt less anxious and participated more in classes. Furthermore, the results of the eight-question survey indicated that half of students strongly agree that the Dogme approach helped them to improve the four skills in English.

Mohamed (2019) presented positive results regarding the application of the Dogme approach. The results of the pre and post-test indicated that classes based on the Dogme approach greatly enhanced the speaking skills and speaking self-efficacy

of students. Additionally, the author claimed that students showed motivated and enthusiastic in using and practice the English language when working in groups.

Coming to an end, one of the principles of the Dogme approach is conversation-driven that means including dialogues and conversations that promote social interaction and real communication (Meddings & Thornbury, 2009). However, in traditional classes, educators focus their activities on practicing grammatical structures because they use the textbook or coursebook as the main material for their classes. This leads to learners not being motivated and develop a feeling of insecurity when using the English language in classes. Nonetheless, an unexpected result of this research indicated that although learners are not used to talking in class, they showed a desire to speak with their classmates and with the teacher. Finally, for future researchers and investigations is recommended that to deepen and extend information about this topic, they should increase the treatment last to have better results.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The objective of this study was to examine the impact of the Dogme approach in speaking skill. Through this investigation, several findings were reached, leading to the following conclusions:

Firstly, it was discovered that the Dogme approach provides several benefits regarding the development of speaking skills. The findings indicated that the Dogme approach not only contributes to the increasement of learners' motivation, but also to the increasement of participation in classes. Additionally, the rapport between learners and the teacher improved promoting a good environment where learners can express their ideas and opinions without feeling anxiety or fear. This suggests that the integration of the Dogme approach in language learning can notably influence and improve the general speaking performance of EFL learners.

Secondly, the outcomes revealed that by implementing the Dogme approach there was an improvement on grammar and vocabulary, pronunciation, and fluency of learners. Nevertheless, the vocabulary of students was limited, and they use basic grammatical forms, they answer to questions in complete sentences with a correct pronunciation. Additionally, it was found that lesson plans based on the Dogme approach helped students to be motivated and engaged in classes because topics and materials were focus on students' interests.

Finally, the assessment of the use of the Dogme approach in speaking skills revealed that learners improved their interactive communication skills because they tried to maintain and continue a conversation by using words and phrases like why, because and what do you think. Moreover, after the treatment, learners indicated a positive attitude regarding activities that include dialogues and conversations such as discussions, and group works.

4.2 Recommendations

Following the completion of the previous study that aimed to assess the impact of the Dogme approach on the enhance of speaking skill, the suggestions were proposed:

The Dogme approach promotes several benefits to students' speaking skill for that reason educators should include activities that are based on the Dogme approach in order to create learning environments where students can express their ideas and opinions about topics that they are interested in rather than only using information and topics from the textbooks or coursebooks. As a result, students will feel comfortable and motivated to participate in classes and use the foreign language (English) more frequently.

Moreover, it is recommendable that professors include materials that are significant and relevant for students such as videos, books, articles, and materials based on students' interest such as worksheets, discussions, debates focus on topics that students like and know about it because most teachers include a great number of materials for each lesson with the purpose of practicing grammatical structures and vocabulary. In addition, teachers should include materials as a mean of communication and interaction in classes or as an instrument to help students to communicate their ideas.

Lastly, the Dogme approach is an innovative approach that helps learners to improve not only their speaking skills but also their listening skills. Therefore, it is recommendable that educators use this approach to bring innovation and creativity in their classes. Additionally, educators can combine the Dogme approach with different strategies and methodologies in order to help students according to their level and needs.

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ANNEXES

Annex 1: Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 30 de Agosto 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, María Gabriela Camino Cepeda, en mi calidad de Rectora de la Unidad Educativa Glenn Doman, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "The Dogme approach and speaking skills" propuesto por el/la estudiante Chuquitarco Guagchinga Gabriela Mishell, portador/a de la Cédula de Ciudadanía, 055010795-7 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

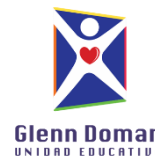Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. María Gabriela Camino Cepeda
Rectora Unidad Educativa Glenn Doman
CI. 1802525814
Telf. 0983372592
Email: gabrielacamino@yahoo.es

Annex 2: Pre-test

UNIDAD EDUCATIVA GLENN DOMAN
A2 KET CAMBRIDGE EXAM
PRE TEST

GENERAL INFORMATION:

Examiner: Gabriela Mishell Chuquitarco Guagchinga

Population: Students from A1+ level of Unidad Educativa Glenn Doman

Time: 10 minutes (in pairs)

SPEAKING

Instruction Part 1

In phase 1 the examiner gives her name and then asks the names of the candidates followed by several questions (How old are you? Where do you live?). Then phase 2 consists of two parts, in the first part the examiner asks candidate A to talk about school (What subject do you like best? What time do you finish school?). In the second part, candidate B will have to talk about home (Who do you live with? What's your favorite room in your house?).

Instruction Part 2

In phase 1 the examiner asks both candidates to talk together (Here are some pictures that show different hobbies. Candidate A and B will ask: do you like these different hobbies? Say why or why not. All right? Now, talk together). Candidates will have two minutes to talk. Then the examiner asks candidate A (Do you think playing an instrument is difficult? Why?) and candidate B (Do you think playing computer games is boring? Why?).

In phase two the examiner asks both candidates to answer questions like (now candidate B, do you prefer to spend your free time alone or with other people? Why? Candidate A, which is more fun, playing sports or watching sports? Why?).

Phase 1 **Interlocutor**	
To both candidates	Good morning / afternoon / evening. I'm …............
To candidate A	What's your name?
To candidate B	And what's your name?

<div align="center">

Back up prompts

</div>

B How old are you?

For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of
	district / town, etc.)?	
	Thank you.	

A How old are you?

For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of
	district / town, etc.)?	
	Thank you.	

Phase 2
Interlocutor

Now, let's talk about **school**.

	Back-up prompts
A, what subject do you like best?	Do you like maths?
What time do you finish school?	Do you finish at 4 o'clock?
Extended Response	**Back-up questions**
Now **A**, please tell me something about	Do you get a lot of homework every day?
the homework you have to do.	Did you do any homework yesterday?
	Do you like homework? (Why? / Why not?)

Interlocutor

Now, let's talk about **home**.

	Back-up prompts
B, who do you live with?	Do you live with your family?
What's your favorite room in the house?	Do you like your bedroom?
Extended Response	**Back-up questions**
Now **B**, please tell me what you like	Do you like cooking?
doing at home.	Do you play computer games?
	Did you stay at home last weekend?

Part 2 (5-6 minutes)

Phase 1
Interlocutor
3-4 minutes

Now, in this part of the test you are going to talk together.

Here are some pictures that show **different hobbies**.

Do you like these different hobbies? Say why or why not. I'll say that

again.

Do you like these different hobbies? Say why or why not.

All right? Now, talk together.

Candidates …..

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions

Interlocutor /   Do you think …
Candidates   … playing football is fun?
Use as appropriate.   … playing an instrument is difficult?
Ask each candidate   … playing computer games is boring?
At least one   … reading is interesting?
question.   … painting / drawing is easy?

Thank you. (Can I have the blooket, please?)

Phase 2

Interlocutor   Now, candidate **B**, do you prefer to spend your free time alone or with

other people? (Why?)

What about you, **A**? which is more fun, playing sports or watching

…………………...sports? (Why?)

Thank you. That is the end of the test.

Do you like these different hobbies?

UNIDAD EDUCATIVA GLENN DOMAN

A2 KET CAMBRIDGE EXAM

POST TEST

GENERAL INFORMATION:

Examiner: Gabriela Mishell Chuquitarco Guagchinga

Population: Students from A1+ level of Unidad Educativa Glenn Doman

Time: 10 minutes (in pairs)

SPEAKING

Instruction Part 1

In phase 1 the examiner gives her name and then asks the names of the candidates followed by several questions (Do you work or are you a student? Where do you live?). Then phase 2 consists of two parts, in the first part the examiner asks candidate A to talk about friends (What do you like doing with your friends? How often do you see your friends?). In the second part, candidate B will have to talk about home (How many bedrooms are there in your house? Where do you watch TV at home?).

Instructions Part 2

In phase 1 the examiner asks both candidates to talk together (Here are some pictures that show different places to eat. Candidate A and B will ask: do you like these different places to eat? Say why or why not. All right? Now, talk together). Candidates will have two minutes to talk. Then the examiner asks candidate A (Do you think eating at college is cheap? Why?) and candidate B (Do you think eating on the beach is fun? Why?).

In phase two the examiner asks both candidates to answer questions like (now candidate B, do you prefer eating with friends or family? Why? Candidate A, do you prefer eating at home or in a restaurant? Why?).

Part 1 (3-4 minutes)

Phase 1
Interlocutor

To both candidates	Good morning / afternoon / evening. I'm …...........
To candidate A	What's your name?
To candidate B	And what's your name?

Back up prompts

B Do you work or are you a student?

For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of district / town, etc.)?

Thank you.

A Do you work or are you a student?

For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of district / town, etc.)?

Thank you.

Phase 2
Interlocutor

Now, let's talk about **friends**.

	Back-up prompts
A, what do you like doing with your friends?	Do you like going to the cinema?
How often do you see your friends?	Do you see your friends at weekends?
Extended Response	**Back-up questions**
Now **A**, please tell me something about	Do you like your friend?
One of your friends.	Where did you meet your friend?
	Did you see your friends last weekend?

Interlocutor

Now, let's talk about **home**.

	Back-up prompts
B, how many bedrooms are there in your house?	Are there three bedrooms in your house?
Where do you watch TV at home?	Do you watch TV in the kitchen?
Extended Response	**Back-up questions**
Now **B**, please tell me what you like	Do you like cooking at the doing at weekends?
home, at the weekends	Do you play computer games at the weekends?
	What did you do at home, last weekend?

Part 2 (5-6 minutes)

Phase 1
Interlocutor
3-4 minutes

Now, in this part of the test you are going to talk together.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll

say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates   …..

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions

Interlocutor /   Do you think …
Candidates   … eating on the beach is fun?
Use as appropriate.   … eating in restaurants is expensive?
Ask each candidate   … eating at home is boring?
At least one   … eating at college/work is cheap?
question.   … eating in the park is nice?

Thank you. (Can I have the blooket, please?)

Phase 2

Interlocutor   Now, candidate **B**, do you prefer eating with friends or family? (Why?)

What about you, **A**? Do you prefer eating at home or in a restaurant?

(Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?

Annex 4: Rubric

UNIDAD EDUCATIVA GLENN DOMAN

A2 KET CAMBRIDGE EXAM

POST TEST

Speaking Rubric

Name: Level:

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• It is mostly intelligible and has some control of phonological features at both utterance and word levels.	• Maintains simple exchanges. • Requires very little prompting and support.
4	*Performance shares features of Bands 3 and 5.*		
3	• Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.	• It is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.	• It has very limited control of phonological features and is often unintelligible.	• It has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	*Performance below Band 1.*		

Note: Table from Cambridge English qualifications (Level A2).

Annex 5: Scope of the experiment

NUMBER OF LESSON PLAN	TOPIC	CONTENTS	NUMBER OF MINUTES	SPEAKING SKILL	ACTIVITIES
N.- 1	Home sweet home	Information about furniture, rooms of the house, and family members.	40	Speaking skill: ask and answer Wh questions.	-Group discussion -Group work -Present new vocabulary -Group discussion -Whole class discussion -Feedback
N.- 2	Cars	Information about brand of cars, and car race driver.	40	Speaking skill: use the strategy turn-taking.	-Whole class discussion -Learners activity -Present new vocabulary -Group discussion -Whole class discussion -Feedback
N.- 3	Music	Information about singers, and types of music.	40	Speaking skill: tell complete sentences by using basic grammatical structures.	-Game -Learners activity -Present new vocabulary -Group discussion

					-Whole class discussion -Feedback
N.- 4	Technology	Information about technological devices and technology.	40	Speaking skill: use body language.	-Game -Create a mind map -Present new vocabulary -Group discussion -Whole class discussion -Feedback
N.- 5	Daily routine	Information about verbs and activities for daily routine.	40	Speaking skill: Use interactive strategies.	-Game -Create an acrostic -Present new vocabulary -Group discussion -Whole class discussion -Feedback
N.- 6	School clubs	Information about school subjects and students preferences.	40	Speaking skill: Tell complete sentences with correct pronunciation.	-Game -Create a drawing -Present new vocabulary -Group discussion

					-Whole class discussion -Feedback
N.- 7	Famous families	Information about famous families and family members.	40	Speaking skill: Use appropriate register	-Game -Create a poem -Present new vocabulary -Group discussion -Whole class discussion -Feedback
N.- 8	School subjects	Information about school subjects.	40	Speaking skill: Use different grammatical structures to express the same idea.	-Game -Play 1, 2, 3 stop to brainstorm topics for conversation -Present new vocabulary -Group discussion -Whole class discussion -Feedback

Annex 6: Lesson Planning

Lesson plan 1: Home sweet home

Lesson Plan 1	
Date: October 10ᵗʰ, 2023	**Class: A1+** (24 students)
Subject: English	
Time: 40 minutes	
Contents: Home sweet home	
Methodology: Conversation Activated Teaching (CAT): A framework for Dogme	
Materials and Resources: Sheet of paper, whiteboard, marker.	
Teacher: Gabriela Chuquitarco	
General Objective: • At the end of the lesson, students will be able to talk about what they do in the different rooms of the house.	
Specific Objectives: Students will be able to • Use vocabulary about furniture, rooms of the house, and family members. • Ask and answer WH questions. • Pronounce vocabulary about furniture, rooms of the house, and family members correctly.	

Stage	Students' actions	Time
Warm-up	Play Hangman: Guess the topic of the lesson (rooms of the house).	5 min
Pair/group conversation	-The class is divided into five groups: 4 groups of 5 people and 1 group of 4 people. -Each group is assigned one room of the house: Group 1 (kitchen), group 2 (bedroom), group 3 (bathroom), group 4 (living room), and group 5 (dining room). -In groups, discuss about what objects you can find for each room (according to the group) (1 minute). -Each group receives an empty drawing of a room (according to each group) (Anexo 1). -In groups, draw on the empty drawing the objects that you had discussed with your classmates (2 minutes).	10 min
Conversation with the teacher	-According to the number of the group, tells the teacher the names of the objects that you had drawn. -Look at the useful language (which is based on students' answers) that the teacher had written on the whiteboard. **Vocabulary**: Objects of each room (provided by students). Prompts: I like (my bedroom) because there is/are (a pretty desk).	7 min

Speaking Task	-Look at questions on the whiteboard: What objects you can find in (the kitchen)? What is your favorite room in the house? Why? -In groups, each student will ask and answer the questions that are on the whiteboard. **Note**: while students do the speaking activity, the teacher goes around the classroom and writes down the students' mistakes (grammar, pronunciation).	10 min
Language Focus	-Listen to the teacher's explanation about students' mistakes. -Take notes about the teacher's explanation.	8 min

Anexo 1

Instructions:
- Look at the image and discuss the different objects that you can find in each room. - Each student will draw one object according to the image.

Dining room
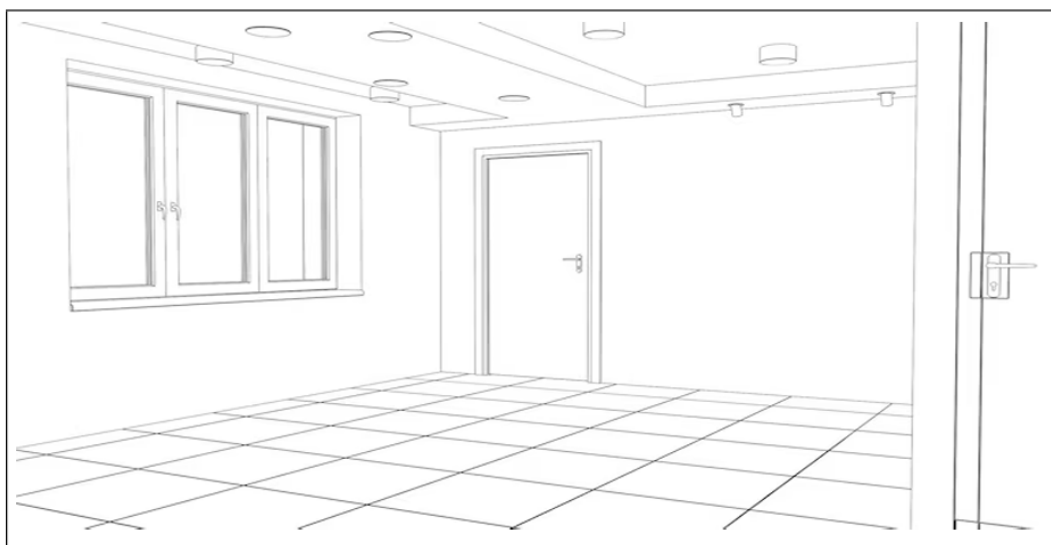
Kitchen
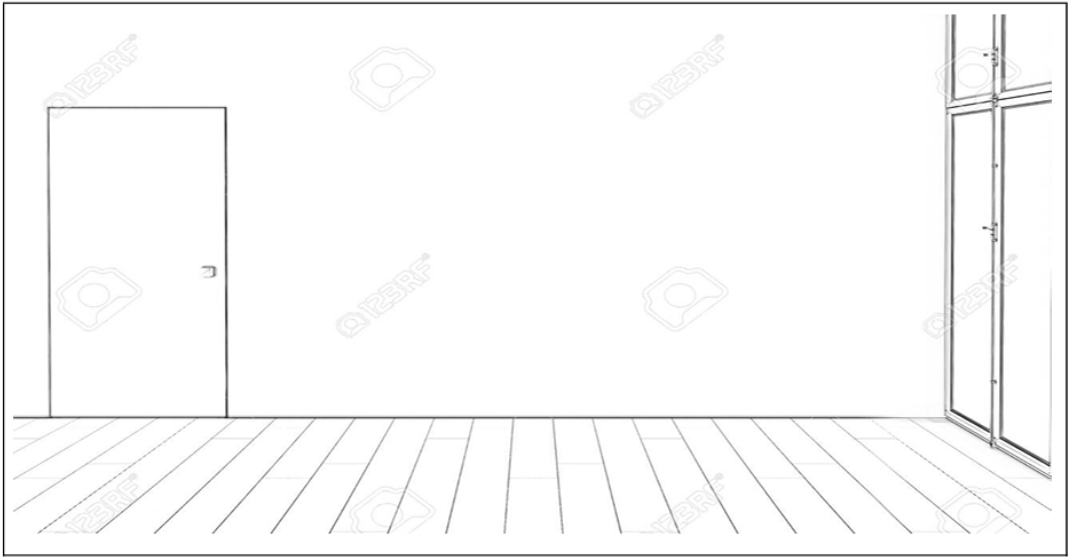
Bedroom
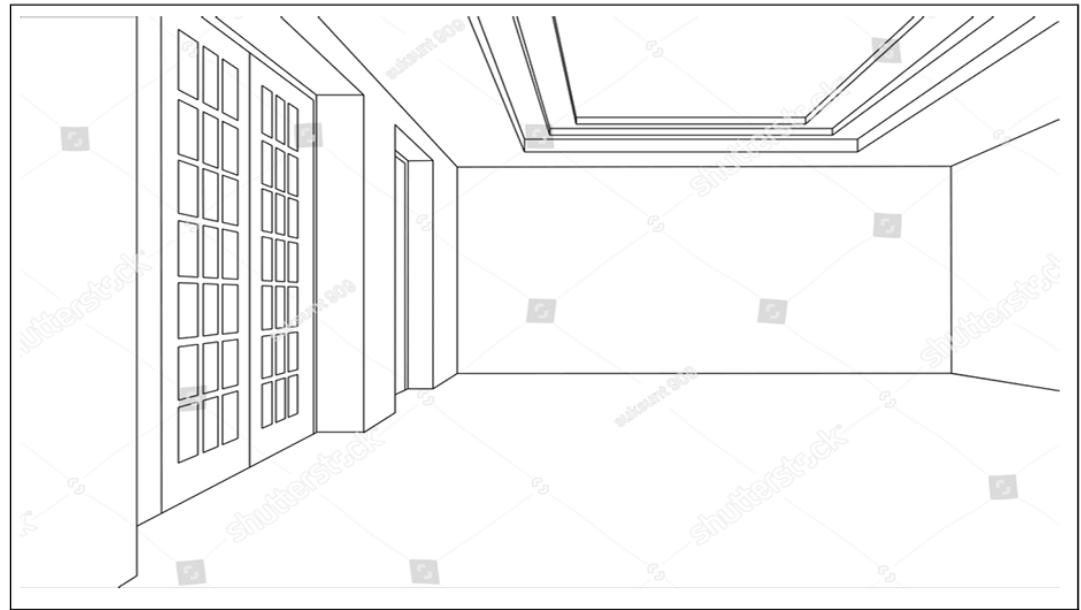
Bathroom
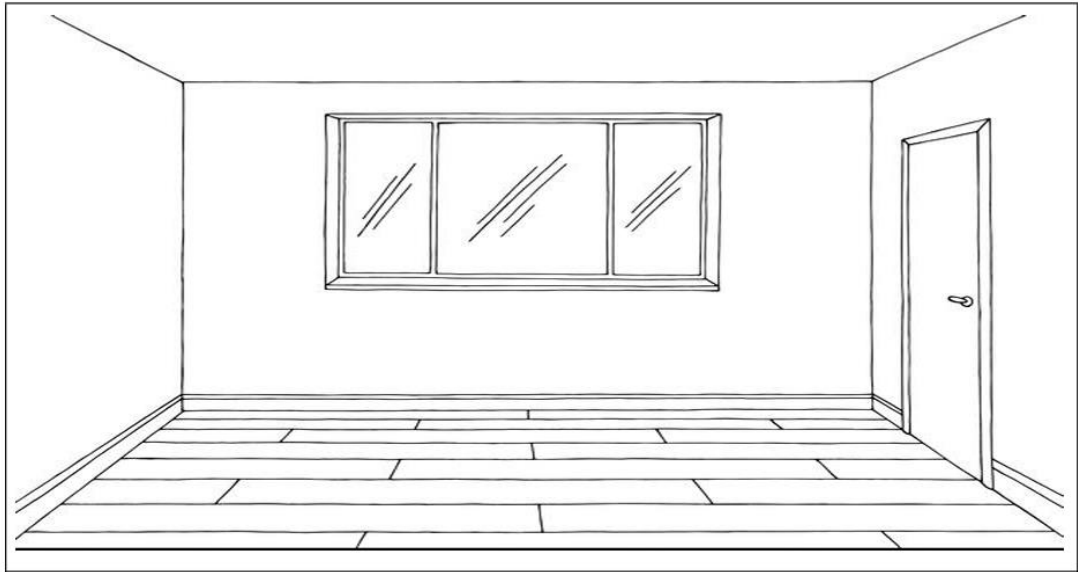
Living room
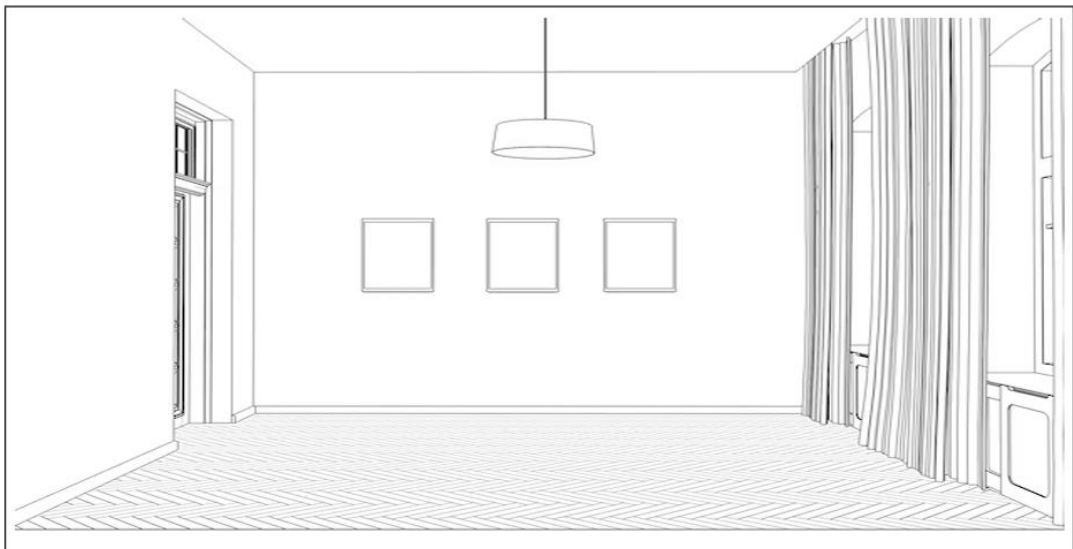
Lesson Plan 2: Cars

<table>
<tr><td colspan="2" align="center">**Lesson Plan 2**</td></tr>
<tr><td>**Date:** October 11ᵗ, 2023</td><td rowspan="2">**Class: A1+** (24 students)</td></tr>
<tr><td>**Subject:** English</td></tr>
<tr><td colspan="2">**Time: 40** minutes</td></tr>
<tr><td colspan="2">**Contents:** Cars</td></tr>
<tr><td colspan="2">**Methodology:** A framework for Teaching Unplugged (Dogme ELT or Dogme Approach).</td></tr>
<tr><td colspan="2">**Materials and Resources:** Whiteboard, a marker, 1 minute timer, vocabulary, and questions.</td></tr>
<tr><td colspan="2">**Teacher:** Gabriela Chuquitarco</td></tr>
<tr><td colspan="2">**General Objective:**
• At the end of the lesson, students will be able to express their opinions and ideas about cars.</td></tr>
<tr><td colspan="2">**Specific Objectives:**
At the end of the lesson, students will be able to
• Use vocabulary related to cars.
• Ask and answer Wh questions.
• Use the strategy turn-taking when they speak with other students.</td></tr>
</table>

Stage	Students' actions	Time
Topic selection	-The class is divided into 5 groups: 4 groups of 5 people and 1 group of 4 people. - Look at the teacher's proposals about a topic for the class (cars, technology, and dance). - With the whole class, choose a topic for today's classes.	5 min
Preparation	- Answer the following question individually: What comes to your mind when you listen to the word 'cars'? Write down three ideas. **Note**: Students have 1 minute for this activity (Anexo 1). - In groups, write down a list with different ideas about cars. **Note**: Students have 1 minute for this activity (Anexo 1). - Tell the teacher the ideas of each group. **Note**: the teacher writes students' ideas on the whiteboard.	10 min
Useful language	- Look at the teacher' vocabulary about cars that is written on the whiteboard (Anexo 2).	5 min
The speaking Task	- Look at questions (Anexo 3) presented on television. - In groups, discuss the questions provided by the teacher. **Note**: Students have 5 minutes for this activity (Anexo 4). **Note**: while students do the speaking activity, the teacher goes around the classroom and writes down the students' mistakes (grammar, pronunciation).	8 min
Content Feedback	- The whole class and the teacher will discuss the questions.	7 min

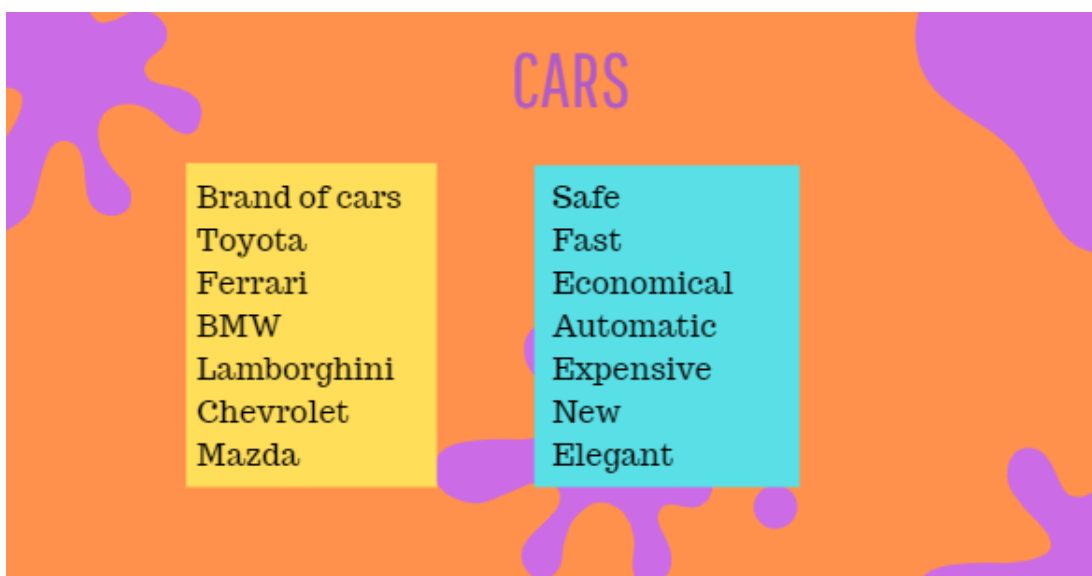| Language Focus	- Listen to the teacher's explanation about students' mistakes. - Take notes about the teacher's explanation.	5 min

Anexo 1: 1 minute timer

Anexo 2: Vocabulary

https://www.canva.com/design/DAFw7OyNYmU/3cfcl_b2Adpr_erZdqviAQ/edit

Anexo 3: Questions

https://www.canva.com/design/DAFxoB_-Vdw/MeBIvCY0w3ICIPgfBdwyOQ/edit

Anexo 4: 5 minutes timer

**https://www.youtube.com/watch?v=_W0bSen8Qjg**

Lesson Plan 3: Music

<table>
<tr><td colspan="2" align="center">**Lesson Plan 3**</td></tr>
<tr><td>**Date:** October 13ᵗʰ, 2023</td><td rowspan="2">**Class: A1+** (24 students)</td></tr>
<tr><td>**Subject:** English</td></tr>
<tr><td colspan="2">**Time: 40** minutes</td></tr>
<tr><td colspan="2">**Contents:** Music</td></tr>
<tr><td colspan="2">**Methodology:** A framework for Teaching Unplugged (Dogme ELT or Dogme Approach).</td></tr>
<tr><td colspan="2">**Materials and Resources:** Whiteboard, a marker, plastic ball, 1 minute timer, 5 minute timer, vocabulary, and questions.</td></tr>
<tr><td colspan="2">**Teacher:** Gabriela Chuquitarco</td></tr>
<tr><td colspan="2">**General Objective:**
- At the end of the lesson, students will be able to express their opinions and ideas about music.</td></tr>
<tr><td colspan="2">**Specific Objectives:**
At the end of the lesson, students will be able to
- Use vocabulary related to music.
- Ask and answer Wh questions.
- Use different grammatical structures that they had learned.</td></tr>
</table>

Stage	Students' actions	Time
Topic selection	-The class is divided into 5 groups: 4 groups of 5 people and 1 group of 4 people. - Play charades: look at the teacher's movements and guess the topic for today's classes (music).	5 min
Preparation	- Each group thinks about five words related to 'music'. **Note**: Students have 1 minute for this activity (Anexo 1). - Play 'tingo, tingo, tango': students pass a plastic ball to each group in order to decide the order for the next activity. - Brainstorm ideas: Each group tells the teacher the five words related to music. **Note**: the teacher writes students' ideas on the whiteboard.	10 min
Useful language	- Look at the teacher' vocabulary about music that is written on the whiteboard (Anexo 2).	5 min
The speaking Task	- Look at questions (Anexo 3) presented on television. - In groups, discuss the questions provided by the teacher. **Note**: Students have 5 minutes for this activity (Anexo 4). **Note**: while students do the speaking activity, the teacher goes around the classroom and writes down the students' mistakes (grammar, pronunciation).	8 min
Content Feedback	- The whole class and the teacher will discuss the questions.	7 min
Language Focus	-Listen to the teacher's explanation about students' mistakes.	5 min

Anexo 1: 1 minute timer

Anexo 2: Vocabulary

Anexo 3: Questions

https://www.canva.com/design/DAFxoB_-Vdw/MeBIvCY0w3ICIPgfBdwyOQ/edit

Anexo 4: 5 minutes timer

https://www.youtube.com/watch?v=_W0bSen8Qjg

Lesson Plan 4: Technology

Lesson Plan 4	
Date: October 17ᵗʰ, 2023	**Class: A1+** (24 students)
Subject: English	
Time: 40 minutes	
Contents: Technology	
Methodology: A framework for Teaching Unplugged (Dogme ELT or Dogme Approach).	
Materials and Resources: Whiteboard, a marker, real objects (laptop, smartphone, tablet, headphones, USB), image (mind map template), 3 minute timer, 5 minute timer, vocabulary, and questions.	
Teacher: Gabriela Chuquitarco	
General Objective: • At the end of the lesson, students will be able to express their opinions and ideas about technology.	
Specific Objectives: At the end of the lesson, students will be able to • Use vocabulary related to technology. • Ask and answer Wh questions. • Use body language.	

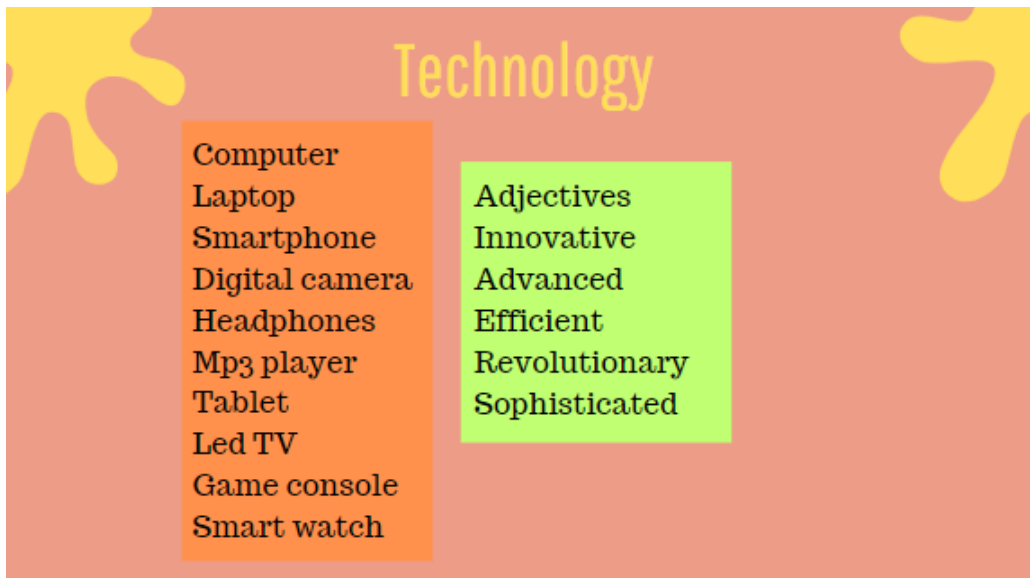| Stage	Students' actions	Time
Topic selection	-The class is divided into 5 groups: 4 groups of 5 people and 1 group of 4 people. - Look at the objects (Anexo 1) and guess the topic for today's classes.	5 min
Preparation	- Look at the teacher's mind map template (Anexo 2) and listen to the explanation about how to create a good mind map. - In groups, students create a mind map about the word 'technology'. **Note**: Students have 3 minutes for this activity (Anexo 3). - Tell the teacher the ideas of each group. **Note**: the teacher writes students' ideas on the whiteboard.	10 min
Useful language	- Look at the teacher' vocabulary about music that is written on the whiteboard (Anexo 4).	5 min
The speaking Task	- Look at questions (Anexo 5) presented on television. - In groups, discuss the questions provided by the teacher. **Note**: Students have 5 minutes for this activity (Anexo 6). **Note**: while students do the speaking activity, the teacher goes around the classroom and writes down the students' mistakes (grammar, pronunciation).	8 min
Content Feedback	- The whole class and the teacher will discuss the questions.	7 min
Language Focus	-Listen to the teacher explanation about students' errors. -Take notes about the teacher's explanation.	5 min

Anexo 1: Objects

Anexo 2: Mind map template
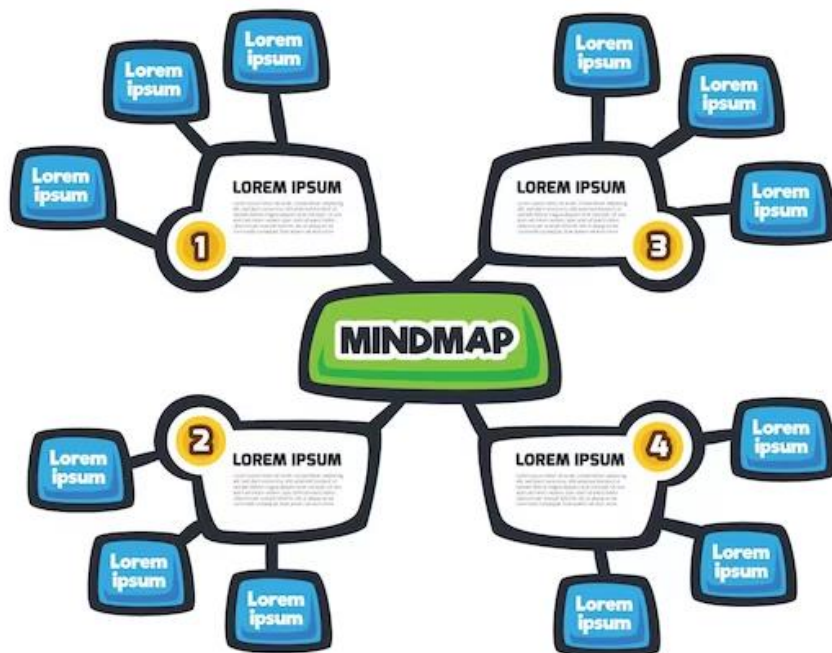
Anexo 3: 3 minutes timer

https://www.youtube.com/watch?v=iHdviZkM7S4

Anexo 4: Vocabulary

https://www.canva.com/design/DAFw7OyNYmU/3cfcl_b2Adpr_erZdqviAQ/edit

Anexo 5: Questions

https://www.canva.com/design/DAFxoB_-Vdw/MeBIvCY0w3ICIPgfBdwyOQ/edit

Anexo 6: 5 minutes timer

https://www.youtube.com/watch?v=_W0bSen8Qjg

Lesson Plan 5: Daily Routine

<table>
<tr><td colspan="2" align="center">**Lesson Plan 5**</td></tr>
<tr><td>**Date:** October 24ᵗʰ, 2023</td><td rowspan="2">**Class: A1+** (24 students)</td></tr>
<tr><td>**Subject:** English</td></tr>
<tr><td colspan="2">**Time: 40** minutes</td></tr>
<tr><td colspan="2">**Contents:** Daily Routine</td></tr>
<tr><td colspan="2">**Methodology:** A framework for Teaching Unplugged (Dogme ELT or Dogme Approach).</td></tr>
<tr><td colspan="2">**Materials and Resources:** Whiteboard, a marker, image (comic), acrostic (example), 3 minute timer, 5 minute timer, vocabulary, and questions.</td></tr>
<tr><td colspan="2">**Teacher:** Gabriela Chuquitarco</td></tr>
<tr><td colspan="2">**General Objective:**
• At the end of the lesson, students will be able to express their opinions and ideas about daily routine.</td></tr>
<tr><td colspan="2">**Specific Objectives:**
At the end of the lesson, students will be able to
• Use vocabulary related to daily routine.
• Ask and answer Wh questions.
• Use interactive strategies.</td></tr>
</table>

Stage	Students' actions	Time
Topic selection	-The class is divided into 5 groups: 4 groups of 5 people and 1 group of 4 people. - Look at the short comic (Anexo 1). - One student is chosen by the teacher to read the comic. - Guess the topic for today's classes.	5 min
Preparation	- Look at the teacher's example about an 'acrostic' (Anexo 2) and listen to the explanation. - In groups, create an acrostic with the word 'daily routine'. **Note**: Students have 3 minutes for this activity (Anexo 3). -Each group says its acrostic. **Note**: the teacher writes students' important ideas on the whiteboard.	10 min
Useful language	- Look at the teacher' vocabulary about daily routine that is written on the whiteboard (Anexo 4).	5 min
The speaking Task	- Look at questions (Anexo 5) presented on television. - In groups, discuss the questions provided by the teacher. **Note**: Students have 5 minutes for this activity (Anexo 6). **Note**: while students do the speaking activity, the teacher goes around the classroom and writes down the students' mistakes (grammar, pronunciation).	8 min
Content Feedback	- The whole class and the teacher will discuss the questions.	7 min
Language Focus	-Listen to the teacher's explanation about students' mistakes. -Take notes about the teacher's explanation.	5 min

Anexo 1: Short comic

FASHION CUE CARDIGAN

WAKE.

BRUSH.

Cjun'21

DRESS.

THE CARDIGAN TELLS ME I'M WORKING.

©2021 Connie J. Sun

cartoonconnie.

Anexo 2: Acrostic

V ideo games
I s a fun way to relax
D uring my free time
E ven when I am tired
O f homework
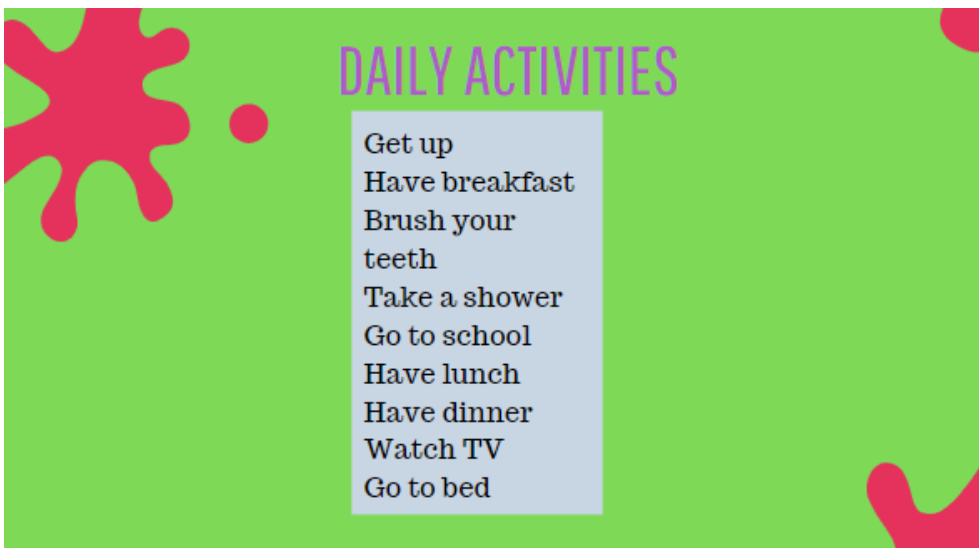
G ood
A wesome
M ostly fun
E xtremely fun
S o good

Anexo 3: 3 minute timer

Anexo 4: Vocabulary

DAILY ACTIVITIES

Get up
Have breakfast
Brush your teeth
Take a shower
Go to school
Have lunch
Have dinner
Watch TV
Go to bed

Anexo 5: Questions

https://www.canva.com/design/DAFxoB_-Vdw/MeBIvCY0w3ICIPgfBdwyOQ/edit

Anexo 6: 5 minutes timer

https://www.youtube.com/watch?v=_W0bSen8Qjg

Lesson Plan 6: School clubs

<table>
<tr><td colspan="2" align="center">**Lesson Plan 6**</td></tr>
<tr><td>**Date:** October 27, 2023</td><td rowspan="2">**Class: A1+** (24 students)</td></tr>
<tr><td>**Subject:** English</td></tr>
<tr><td colspan="2">**Time: 40** minutes</td></tr>
<tr><td colspan="2">**Contents:** School clubs</td></tr>
<tr><td colspan="2">**Methodology:** A framework for Teaching Unplugged (Dogme ELT or Dogme Approach).</td></tr>
<tr><td colspan="2">**Materials and Resources:** Whiteboard, pictures (school clubs), a marker, 2 minute timer, 5 minute timer, vocabulary, and questions.</td></tr>
<tr><td colspan="2">**Teacher:** Gabriela Chuquitarco</td></tr>
<tr><td colspan="2">**General Objective:**
   • At the end of the lesson, students will be able to express their opinions and ideas about school clubs.</td></tr>
<tr><td colspan="2">**Specific Objectives:**
At the end of the lesson, students will be able to
   • Use vocabulary related to school clubs.
   • Ask and answer Wh questions.
   • Pronounce words correctly.</td></tr>
</table>

Stage	Students' actions	Time
Topic selection	-The class is divided into 5 groups: 4 groups of 5 people and 1 group of 4 people. - Play Hangman: guess the topic of the lesson (school clubs).	5 min
Preparation	- Look at the picture about school clubs and listen to the teacher's explanation (Anexo 1). - In groups, draw an image about the word 'school clubs'. **Note**: Students have 5 minutes for this activity (Anexo 2). - Each group describes the image that they had drawn. **Note 1**: each group has 2 minutes to describe its image (Anexo 3). **Note 2**: the teacher writes students' ideas on the whiteboard.	10 min
Useful language	- Look at the teacher' vocabulary about school clubs that is written on the whiteboard (Anexo 4).	5 min
The speaking Task	- Look at questions (Anexo 5) presented on television. - In groups, discuss the questions provided by the teacher. **Note**: Students have 5 minutes for this activity (Anexo 1). **Note**: while students do the speaking activity, the teacher goes around the classroom and writes down the students' mistakes (grammar, pronunciation).	8 min
Content Feedback	- The whole class and the teacher will discuss the questions.	7 min
Language Focus	-Listen to the teacher's explanation about students' mistakes. -Take notes about the teacher's explanation.	5 min

Anexo 1: Image

Anexo 2: 5 minute timer

Anexo 3: 2 minute timer
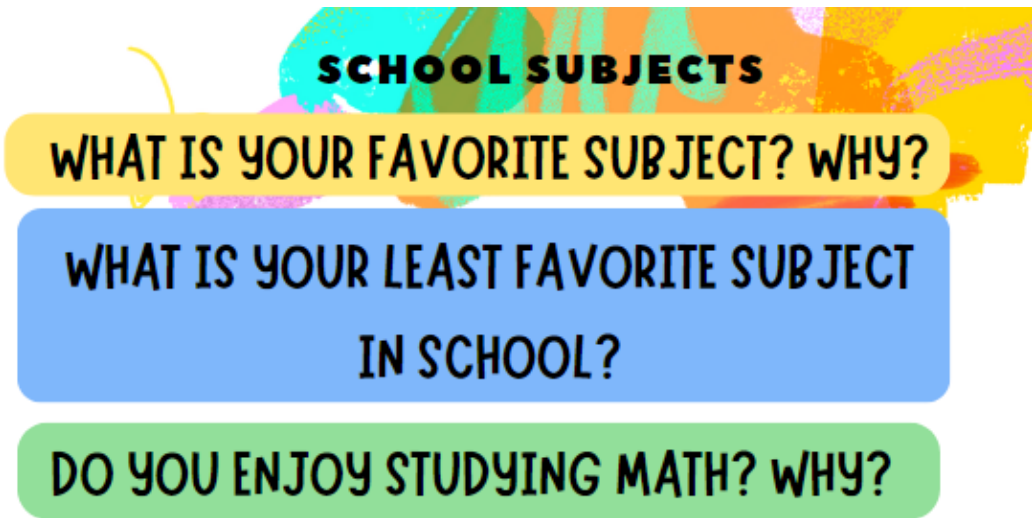
https://www.youtube.com/watch?v=4xG2aJa6UyY

Anexo 4: Vocabulary
https://www.canva.com/design/DAFw7OyNYmU/3cfcl_b2Adpr_erZdqviAQ/edit

Anexo 5: Questions

SCHOOL SUBJECTS

WHAT IS YOUR FAVORITE SUBJECT? WHY?

WHAT IS YOUR LEAST FAVORITE SUBJECT IN SCHOOL?

DO YOU ENJOY STUDYING MATH? WHY?

Lesson Plan 7: Famous families

Lesson Plan 7	
Date: October 31ᵗ, 2023	**Class: A1+** (24 students)
Subject: English	
Time: 40 minutes	
Contents: Famous families	
Methodology: A framework for Teaching Unplugged (Dogme ELT or Dogme Approach).	
Materials and Resources: Whiteboard, a marker, pictures (famous families), short poem (example), 5 minute timer, vocabulary, and questions.	
Teacher: Gabriela Chuquitarco	
General Objective: • At the end of the lesson, students will be able to express their opinions and ideas about famous families.	
Specific Objectives: At the end of the lesson, students will be able to • Use vocabulary related to famous families. • Ask and answer Wh questions. • Use appropriate register.	

Stage	Students' actions	Time
Topic selection	-The class is divided into 5 groups: 4 groups of 5 people and 1 group of 4 people. - Look at the pictures (Anexo 1) and guess the topic for today's classes (famous families).	5 min
Preparation	- Look at the teacher's example (Anexo 2) about a short poem with the word 'famous family' and listen to the explanation. - In groups, write a short poem with the word 'famous family'. **Note**: Students have 5 minute for this activity (Anexo 3). -Play 'tingo, tingo, tango' to choose the groups' order. - Each group says its poem. **Note**: the teacher writes students' important ideas or words on the whiteboard.	10 min
Useful language	- Look at the teacher' vocabulary about famous families that is written on the whiteboard (Anexo 4).	5 min
The speaking Task	- Look at questions (Anexo 5) presented on television. - In groups, discuss the questions provided by the teacher. **Note**: Students have 5 minutes for this activity (Anexo 3). **Note**: while students do the speaking activity, the teacher goes around the classroom and writes down the students' mistakes (grammar, pronunciation).	8 min
Content Feedback	- The whole class and the teacher will discuss the questions.	7 min
Language Focus	-Listen to the teacher explanation about students' errors. -Take notes about the teacher's explanation.	5 min

Anexo 1: Pictures

Smith Family

Kardashian Family

Depp Family

Anexo 2: Poem

Famous family

In the world, there are normal people

But there are also unique people

They wish to be normal

They wish to live a simple life

They wish to feel love

But they cannot hide fame

Anexo 3: 5 minute timer

Anexo 4: Vocabulary
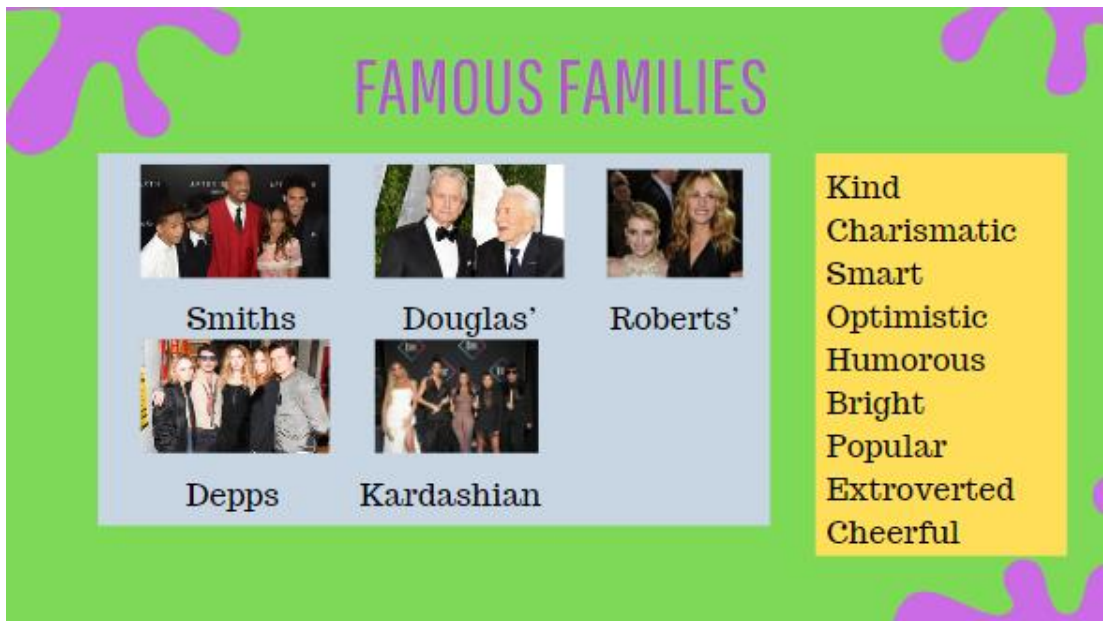
Anexo 5: Questions
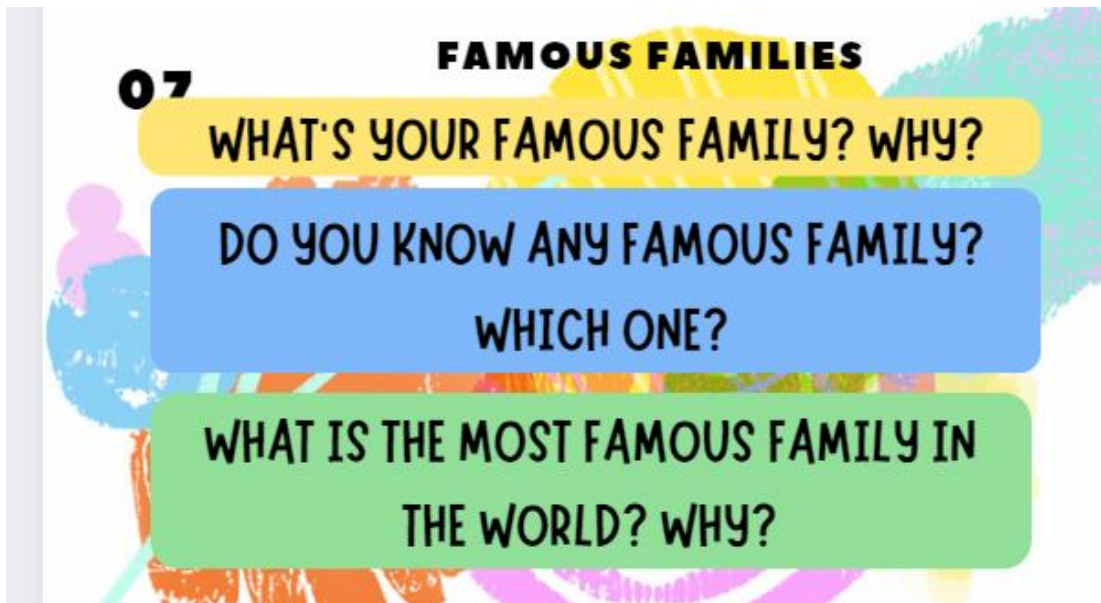
Lesson Plan 8: School Subjects

Lesson Plan 8	
Date: October 7, 2023	**Class: A1+** (24 students)
Subject: English	
Time: 40 minutes	
Contents: School subjects	
Methodology: A framework for Teaching Unplugged (Dogme ELT or Dogme Approach).	
Materials and Resources: Whiteboard, a marker, table (example), 5 minute timer, vocabulary, and questions.	
Teacher: Gabriela Chuquitarco	
General Objective: At the end of the lesson, students will be able to express their opinions and ideas about school subjects.	
Specific Objectives: At the end of the lesson, students will be able to - Use vocabulary related to school subjects. - Ask and answer Wh questions. - Use different grammatical structures to express the same idea.	

Stage	Students' actions	Time
Topic selection	-The class is divided into 5 groups: 4 groups of 5 people and 1 group of 4 people. - Play hangman to guess the topic for today's classes (school subjects).	5 min
Preparation	- All students take out a pice of paper and a pencil. - Look at the teacher table (Anexo 1) and copy it on the piece of paper. - Play 1, 2, 3 stop game: the teacher says a letter (b, m, e, p) and students have to write one word that starts with the letter that the teacher said. **Note**: the teacher writes students' important words on the whiteboard.	10 min
Useful language	- Look at the teacher' vocabulary about school subjects that is written on the whiteboard (Anexo 2).	5 min
The speaking Task	- Look at questions (Anexo 3) presented on television. - In groups, discuss the questions provided by the teacher. **Note**: Students have 5 minutes for this activity (Anexo 4). **Note**: while students do the speaking activity, the teacher goes around the classroom and writes down the students' mistakes (grammar, pronunciation).	8 min
Content Feedback	- The whole class and the teacher will discuss the questions.	7 min
Language Focus	-Listen to the teacher's explanation about students' mistakes. -Take notes about the teacher's explanation.	5 min

Anexo 1: Table

Letter	School subject	Adjective	Object

Anexo 2: Vocabulary

https://www.canva.com/design/DAFw7OyNYmU/3cfcl_b2Adpr_erZdqviAQ/edit

Anexo 3: Questions

https://www.canva.com/design/DAFxoB_-Vdw/MeBIvCY0w3ICIPgfBdwyOQ/edit

Anexo 4: 5 minutes timer

https://www.youtube.com/watch?v=_W0bSen8Qjg
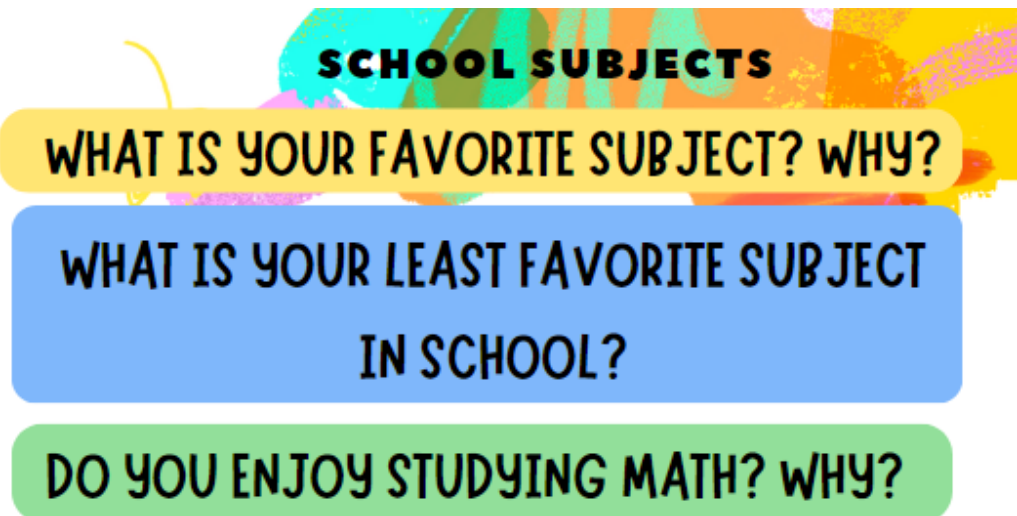
Annex 7: Reporte de Turnitin

TRABAJO FINAL SEPT 2023 FEB 2024